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# ANNUAL REPORT OF SCHOOL COMMITTEE CITY OF BOSTON 1911



SCHOOL DOCUMENT NO. 15, 1911

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# REPORT.

## STATISTICS.

The following is a brief extract from the school statistics for the year ending June 30, 1911, as printed in School Document No. 9, 1911, with a summary of the facts ascertained by the latest school census, which is required by law to be taken annually:

### SCHOOL CENSUS, SEPTEMBER, 1911.

Number of children between the ages of five and fifteen . . . . .	118,816
Number attending public schools . . . . .	87,690
Number attending private schools . . . . .	20,215
* Number not attending school . . . . .	10,911

### SUMMARY OF SCHOOL STATISTICS.

*School Year ending June 30, 1911.*

	Total Registration.	Average Number Belonging.	Average Attendance.
Normal.....	230	224	219
High and Latin.....	13,490	12,121	11,343
Elementary grades.....	89,199	81,366	74,648
Kindergartens.....	6,771	5,133	3,910
Totals.....	109,690	98,844	90,120
Special schools.....	557	425	369
All day schools.....	110,247	99,269	90,489
Evening high.....	7,458	3,836	3,052
Evening elementary.....	11,697	5,973	3,889
Evening industrial.....	1,180	526	372
Totals.....	20,335	10,335	7,313
Totals of all day and evening schools.....	130,582	109,604	97,802

\* The compulsory school age is from seven to fourteen years. The census returns include children between five and fifteen years of age.

## SUMMARY OF ALL TEACHERS.—JUNE 30, 1911.

SCHOOLS.	Number of Schools.	NUMBER OF TEACHERS.		
		Men.	Women.	Total.
Normal.....	1	5	10	15
High and Latin.....	14	204	231	435
Elementary.....	*65	153	1,814	\$1,967
Kindergarten.....	†115	.....	216	216
Special.....	‡4	27	202	229
Totals.....	189	389	2,473	2,862

\* Represents the number of districts.

† Includes six afternoon kindergarten classes as follows: Hancock District (1); Phillips Brooks District (1); Quiney District (1); Samuel Adams District (2); Wells District (1). For date of establishment of these classes see Document No. 9, 1910.

‡ Horace Mann, Spectacle Island, Trade School for Girls and Pre-Apprentice School for Printing and Bookbinding. The Pre-Apprentice School, as distinguished from the "Pre-Apprentice School for Printing and Bookbinding," is not counted, as it was not opened until after the close of this school year. The number of teachers given includes the teachers of these special schools and all general supervisors and directors.

§ Including two regular Lyman District assistants (one man — one woman), who served by special assignment in the Pre-Apprentice School for Printing and Bookbinding.

## ADDITIONAL SCHOOL ACCOMMODATIONS.

The following is a statement with respect to additional school accommodations provided for during the year 1911 from the bond issue authorized by chapter 450 of the Acts of 1907, and from the tax levy, under chapter 388 of the Acts of 1909.

*Bond Issue.*

On March 27, 1911, the School Committee voted, and the Mayor subsequently approved the issue of the full amount of bonds which could be issued under the provisions of the act, namely, \$500,000. The list of school accommodations to be thus provided, which was concurred in by the Board of Schoolhouse Commissioners, was as follows:

SCHOOL DISTRICT.	Number of Pupils.	Estimated Cost.
Administration expenses.....		\$15,000
* 1. Dearborn District, High School of Practical Arts.....	1,000	335,000
2. Lewis District, annex to Roxbury High School.....	200	50,000
3. Dwight District, South End, enlargement of Girls' High School.....	400	100,000
Total.....		\$500,000

\* On April 28, 1911, the Board of Schoolhouse Commissioners requested and the School Committee concurred in a transfer of \$30,000 from Item 1, above, to Item 16 of appropriation under the tax levy (see p. 7).

The following is a brief statement of progress made in providing the accommodations above specified:

*Item 1.*

*Dearborn District.*—High School of Practical Arts. In June, 1911, J. A. Schweinfurth was appointed architect, and in October, 1911, land was taken on Winthrop and Greenville streets, Roxbury. The building will probably be ready for occupancy in 1913. On the site, as purchased, is a dwelling house which will be remodelled and used by the new school for the teaching of domestic science.

*Item 2.*

*Lewis District.*—Annex to Roxbury High School. Land was purchased in February, 1909, the lot containing approximately 9,000 square feet. In April, 1911, James H. Ritchie was appointed architect. The building will be finished and ready for occupancy in September, 1912.

*Item 3.*

*Dwight District.*—Enlargement of Girls' High School. In March, 1911, Coolidge & Carlson were appointed architects. Bids for the alteration work were received without advertising, his Honor the Mayor's permission having been received, and the contract was awarded in May, 1911. The work was completed and the building occupied in September, 1911.

*Tax Levy.*

On March 27, 1911, the School Committee passed an order appropriating the sum of \$450,000 from the tax levy for additional school accommodations and trans-

mitted to the Board of Schoolhouse Commissioners the following list of districts within which these accommodations should be provided:

*Item 1.*— *Henry L. Picree District*, Dorchester, elementary school, lower grades, land and building.

*Item 2.*— *Roger Wolcott District*, Dorchester, elementary school, lower grades, land and building and two additional school sites.

*Item 3.*— *Robert G. Shaw District*, West Roxbury, elementary school, lower grades, land and building.

*Item 4.*— *Prescott District*, Charlestown, completion of building.

*Item 5.*— *Warren District*, Charlestown, completion of building.

*Item 6.*— *Samuel Adams District*, East Boston, completion of building and extension of school yard.

*Item 7.*— *Lyman District*, East Boston, completion of building.

*Item 8.*— *Phillips Brooks District*, Dorchester, completion of building and extension of school yard.

*Item 9.*— *Phillips Brooks District*, Dorchester, elementary school, lower grades, land and building.

*Item 10.*— *Edward Everett District*, Dorchester, extension of school yard.

*Item 11.*— *Quincy School*, city proper, extension of school yard.

*Item 12.*— *Abraham Lincoln District*, city proper, Tyler Street School, extension of school yard.

*Item 13.*— *Abraham Lincoln District*, city proper, Brimmer School, extension of school yard and equipment of Trade School for Boys. (Boston Industrial School for Boys.)

*Item 14.*— *Harvard District*, Charlestown, Harvard Hill School, extension of school yard.

*Item 15.*— *Agassiz District*, West Roxbury, enlarging West Roxbury High School building.

*Item 16.*— *Martin District*, Roxbury, extension of Normal School yard.

*Item 17.*— *Bennett District*, Brighton, enlarging Brighton High School yard.

On April 17, 1911, and in accordance with an agreement arrived at with his Honor the Mayor, the School Committee voted to reduce the appropriation for additional school accommodations from \$450,000 to \$405,000. It did not, however, change the list of items.

On April 28, 1911, the Board of Schoolhouse Commissioners notified the School Committee that it proposed to expend the appropriation thus placed at its disposal in the following manner:

Administration expenses . . . . .	\$20,000
<i>Item 1.—Henry L. Pierce District</i> , Dorchester, elementary school, lower grades, land and building . . . . .	50,000
<i>Item 2.—Roger Wolcott District</i> , Dorchester, elementary school, lower grades, land and building and two additional school sites . . . . .	57,200
<i>Item 3.—Robert G. Shaw District</i> , West Roxbury, elementary school, lower grades, land and building . . . . .	10,000
<i>Item 4.—Prescott District</i> , Charlestown, completion of building, . . . . .	1,200
<i>Item 5.—Warren District</i> , Charlestown, completion of building, . . . . .	3,100
<i>Item 6.—Samuel Adams District</i> , East Boston, completion of building and extension of school yard . . . . .	13,000
<i>Item 7.—Lyman District</i> , East Boston, completion of building, . . . . .	25,000
<i>Item 8.—Phillips Brooks District</i> , Dorchester, completion of building and additional land . . . . .	40,000
<i>Item 9.—Phillips Brooks District</i> , Dorchester, elementary school, lower grades, land and building . . . . .	70,000
<i>Item 10.—Edward Everett District</i> , Dorchester, extension of school yard . . . . .	5,500
<i>Item 11.—Quincy District</i> , city proper, extension of school yard, . . . . .	12,000
<i>Item 12.—Abraham Lincoln District</i> , city proper, extension of school yard, Tyler Street Schoolhouse . . . . .	4,500
<i>Item 13.—Abraham Lincoln District</i> , city proper, Brimmer Schoolhouse, extension of school yard and equipment of Trade School for Boys . . . . .	22,000
<i>Item 14.—Harvard District</i> , Charlestown, extension of school yard of Harvard Hill Schoolhouse . . . . .	6,000
<i>Item 15.—Agassiz District</i> , West Roxbury, enlarging West Roxbury High School building . . . . .	12,000
* <i>Item 16.—Martin District</i> , Roxbury, enlarging Normal School yard . . . . .	43,500
<i>Item 17.—Bennett District</i> , Brighton, enlarging Brighton High School yard . . . . .	10,000
Total . . . . .	<u>\$405,000</u>

The following is a brief statement of the progress made in providing the accommodations above specified during the year:

*Item 1.*

*Henry L. Pierce District*, Dorchester, elementary school, lower grades, land and building. In March, 1911, William H. Besarick was appointed architect. A parcel of land located on Beaumont street, Dorchester, containing approximately 31,000 square feet, was acquired. The building will be ready for occupancy in September, 1912.

\* On April 28, 1911, the Board of Schoolhouse Commissioners requested and the School Committee concurred in the transfer of \$30,000 from Item 1 under the appropriation from the bond issue (see p. 5) to Item 16 above.

*Item 2.*

*Roger Wolcott District*, Dorchester, elementary school, lower grades, land and building and two additional sites. A parcel of land located on Willowwood street, Dorchester, containing approximately 41,000 square feet, was acquired, and in March, 1911, John Lavalley was appointed architect. The building will be ready for occupancy in September, 1912.

*Item 3.*

*Robert G. Shaw District*, West Roxbury, elementary school, lower grades, land and building. Land will be advertised for early in 1912, and the building will be ready for occupancy in September, 1912.

*Items 4, 5, 6, 7, 8.*

These items are additional appropriations for buildings already under construction, and were necessary for the completion of the work.

*Item 9.*

*Phillips Brooks District*, Dorchester, elementary school, lower grades, land and building. On March 25, 1911, the Board of Schoolhouse Commissioners requested the Commissioner of Public Works to consent to the transfer to that department of an unused parcel of land located on Magnolia street, Dorchester, and containing approximately 80,000 square feet. The transfer was approved April 4, 1911, and in June, 1911, James E. McLaughlin was appointed architect. The building will be ready for occupancy in September, 1912.

*Item 10.*

*Edward Everett District*, Dorchester, extension of school yard. A parcel of land adjoining the school yard and containing approximately 10,563 square feet has been acquired.

*Item 11.*

*Quincy District*, city proper, extension of school yard. A parcel of land with the buildings thereon, adjoining the yard of the school on Tyler street and running through to Hudson street, containing approximately 3,000 square feet, has been acquired.

*Item 12.*

*Abraham Lincoln District*, city proper, extension of school yard, Tyler Street School. On this item the Board reports no progress, there being a question as to whether to enlarge the yard at the rear or at the side of the building.

*Item 13.*

*Abraham Lincoln District*, city proper, Brimmer School, extension of school yard and equipment for Trade School for Boys. The work will be completed and the building ready for occupancy in March, 1912.

*Item 14.*

*Harvard District*, Charlestown, extension of yard of Harvard Hill School. A parcel of land adjoining the school yard, containing approximately 2,200 square feet, has been acquired.

*Item 15.*

*Agassiz District*, West Roxbury, enlarging West Roxbury High School building. The work was completed and the building occupied in September, 1911.

*Item 16.*

*Martin District*, Roxbury, enlarging Normal School yard. A parcel of land adjoining the yard of the Normal School, containing approximately 27,000 square feet, has been acquired.

*Item 17.*

*Bennett District*, Brighton, enlarging Brighton High School yard. A parcel of land adjoining the school, containing approximately 28,500 square feet, was acquired.

#### INVESTIGATION AND RECOMMENDATIONS OF FINANCE COMMISSION.

The School Committee is much gratified at the result of the lengthy and thorough investigation of the school system undertaken by the Finance Commission and completed in October, 1911. In its report the Commission states that the administration of the School Committee, both on the educational and business side, is entitled to the full confidence of the community, and its policy with respect to scales of salary, absence of unnecessary employees, economical methods of purchase, intelligent schemes of supervision and organization, merit system of promotion, and exclusion of politics from appointments, is commended. It is also stated that there is very little opportunity for retrenchment in school expenditures, and although the amount expended annually is large, the purposes for which the money is spent are definitely fixed by statute or by schedule, or by the actual necessities of the situation.

The more important recommendations made by the Finance Commission are, briefly, as follows:

"That clerical assistants to principals of elementary schools be employed." This recommendation is to be

carried into effect beginning September, 1912, and a more detailed statement on the subject appears on page 56 of this report.

"That books be not allowed in the schools after they have been removed from the authorized lists; nor after they have become unduly worn or unclean." Much has been accomplished in this direction. For example, an entire series of arithmetics which is no longer authorized has been replaced by new and authorized books. It is proposed to take similar action with other books, such as geographies and readers. Large numbers of worn-out books have been replaced by new ones, and the condition of the schools with respect to suitable and adequate supplies is being steadily improved.

"That a more complete and thorough system of visitation of schools and teachers be introduced, possibly through an enlargement and extension of the department under the supervisor of substitutes." This department has been reorganized and the scope of its duties broadened. The former and efficient supervisor of substitutes has been appointed to the position of director of substitutes, and an additional assistant director appointed. This department now has charge of the assignment and supervision of special assistants and temporary teachers, in addition to substitutes, and is able to exercise a more extensive supervision over young and inexperienced teachers than was possible heretofore.

"That the policy of reducing the quota of pupils to teachers in the high and elementary schools be continued, and that still further reductions be made." Progress in this direction has been made, and is described on page 11 of this report.

"That the existing policy of permitting the use of school buildings for other than school purposes be



extended as funds become available." The School Committee has applied to the Legislature for authority to make appropriations for this purpose. Other and similar bills have also been introduced, and it appears probable that at least a limited amount will be made available.

"That, if necessary, the Legislature be asked to grant a larger appropriation for school purposes." Such application has been made.

#### REDUCTION IN QUOTA OF PUPILS.

Still further progress has been made during the past year in what is now generally recognized as one of the most important and valuable means of sound educational advance, that is, reducing the number of pupils to a teacher, especially in the elementary schools. In its recent report on the school system the Finance Commission, after showing the progress that had been made in this direction, said, "There would be a still further reduction of the size of classes if due regard were had to the interest of the children; and the necessary money ought to be provided." The Board of Superintendents, in a report upon this subject made in November, recommended that the plan of gradual reduction which it advocated in 1907 be extended by providing that beginning in September, 1912, the quota of pupils to a teacher in elementary schools shall be as follows:

For the school year 1912-13, in all grades above the first . . . . .	43
For the school year 1913-14, all grades . . . . .	42
For the school year 1914-15, all grades . . . . .	41
For the school year 1915-16, all grades . . . . .	40
And that the quota of pupils to a teacher in ungraded classes be reduced immediately from . . . . .	35 to 30

At the same time the Board of Superintendents called attention to the statement contained in the report of the Finance Commission that only one of

twenty cities reported upon exceeds Boston in size of high school classes, and recommended a plan of gradual reduction in these schools also, where the present quota is 35 pupils to a teacher, as follows:

For the school year 1912-13	. . . . .	34
For the school year 1913-14	. . . . .	33
For the school year 1914-15	. . . . .	32
For the school year 1915-16	. . . . .	31
For the school year 1916-17	. . . . .	30

Because of the large expense involved by these changes, the School Committee contented itself for the present by reducing by rule the quota of pupils in elementary schools in all grades from 44 to 40 for the school year 1912-13, and has in mind an ultimate quota of 36. It also made an immediate reduction in the quota prescribed for ungraded classes from 35 to 30. Of course there are many considerations involving the number of pupils assigned to a teacher that prevent close adherence to any definite rule, but continuous progress in the direction of smaller classes is being made, and as rapidly as circumstances will permit, as will be seen by reference to the following table:

*Number of Pupils per Teacher.*

	Grades (Excluding Principals).	Kindergarten.
1896 .....	51.8	30.9
1897 .....	51.5	28.6
1898 .....	49.5	30.9
1899 .....	51.4	29.0
1900 .....	52.7	29.4
1901 .....	49.8	28.2
1902 .....	48.9	28.6
1903 .....	48.0	28.5
1904 .....	48.3	27.1

*Number of Pupils per Teacher.—Concluded.*

	Grades (Excluding Principals).	Kindergarten.
1905.....	48.4	28.5
1906.....	48.2	28.1
1907.....	47.9	26.8
1908.....	47.1	27.4
1909.....	45.6	25.7
1910.....	43.6	25.6
1910-11.....	42.2	23.4

An estimate of the cost of reducing the number of pupils per teacher involves so many assumptions that it would be impossible to make an accurate statement of such cost covering several years in advance. For example, almost all the additional teachers appointed to increase the number of teachers up to that necessary to bring about the reduction of pupils per teacher desired would be appointed on the minimum salaries of their several ranks. As it takes from five to nine years under the existing schedule for such teachers to reach their maximum, the effect on the finances would not be definitely known for approximately ten years. It is also true that the number of class rooms that will become available during the next few years would probably not be sufficient to permit the complete reduction contemplated within that time. But it is clear that a reduction in the number of pupils per teacher from forty-four to forty means substantially an increase of 10 per cent. in the salaries of teachers. The total cost of salaries of elementary school teachers during the past financial year was \$2,278,686.47, and it is therefore fair to assume that if the reduction were in full force at the present time the additional cost for elementary teachers' salaries alone would amount to \$227,868.65 per year. In addition to this,

there would be the additional cost of fuel, light, power, janitor service, janitors' supplies and teachers' supplies. The above sum would, of course, only cover the additional cost of teachers' salaries, provided the number of pupils did not increase. There is no doubt, however, that the number of pupils in elementary schools will increase in the future, and such increase will add still further to the cost of carrying into effect the proposed reduction in quota.

#### FRESH AIR IN SCHOOL ROOMS.

During the past year the School Committee has made renewed efforts to benefit the health of pupils by increasing the number of class rooms conducted as fresh or open air rooms, and to convince teachers and parents that the danger to health by occupying close and overheated rooms is vastly greater than is generally appreciated, and that children are less likely to acquire colds in rooms of low temperature, plentifully supplied with fresh air, than in rooms of high temperature and improperly ventilated.

The following report and orders on this important subject were adopted on January 29, 1912, and a copy thereof furnished to each teacher in the service.

#### *A. Introductory.*

Getting fresh air into the schools is an object that can only be accomplished by the cooperation of the whole School Department, including the principals, teachers and janitors, as well as the Board of Superintendents and the School Committee itself.

What has already been accomplished has been the result of such cooperation. The marked improvement of the past few years is due in no small measure to the interest shown by the teachers, and in many instances to their initiative. Teachers have done pioneer work in this important subject. In our open-air rooms they have largely worked out their own methods — in several instances with admirable results. Teachers have taken the initiative in starting fresh-air rooms not especially for anæmic children, and have thus furnished an object lesson for a new departure recommended in this report. Some of the principals have, with the loyal support of their teachers and janitors, made the schoolrooms throughout

their districts very largely fresh-air rooms. The Board of Superintendents has carried the policy of open-air rooms proper, namely, those strictly for anæmic and delicate children, as far as apparently it can conveniently be carried at the present time.

The question now is of making a further advance. Probably we all feel — certainly your committee feels — that what has so far been accomplished is only a beginning. Our schools, like those of all other cities in this country — and almost all office buildings, factories and houses, too, for that matter — are still far from ideal in this respect. We all believe in fresh air. The only question is how it can be brought into every school-room with the least disturbance to the other interests of the schools. The improvements recommended in this report and embodied in the accompanying orders, and also the solutions herein offered of some practical difficulties that have arisen under previous orders on this subject, have practically all of them been suggested by teachers.

It should be definitely understood that, as is inevitable under any new and growing policy like the one here dealt with, the measures now proposed must be partly tentative. What we desire is that the principals, teachers and janitors, upon whose zeal and interest in the children the success of this whole fresh-air policy must in the last analysis depend, will give these new provisions a fair trial, and that they will also, from time to time, give the School Committee and other school authorities the benefit of whatever suggestions for improvement their experience may enable them to make.

#### *B. Classification of Pupils.*

For the purpose of this report the children in the schools may be considered in the following classes:

I. All the children in the schools, as all are vitally affected by the matter of ventilation.

II. The delicate children, chiefly anæmic, of whom about five thousand were found in the census of such children made in the fall of 1910, and of whom the Board of Health has this year reported a total of some four thousand cases.

III. Children that need a more careful and extensive open-air treatment than is practicable in the ordinary open-air room.

IV. Children having open tuberculosis, such as would be dangerous to others.

Bearing in mind the above classification the committee reports that the following measures should be taken at once.

#### *C. Suggested Action.*

I. For all the rooms.

1. The attention of teachers and janitors should be again called to the Board's regulation on the subject of ventilation, especially sections 226 and 231 of the regulations and rules 30-34 for janitors.

2. That the Schoolhouse Commission should again be requested, in the words of the Board's order passed November 7, 1910:

"To provide that all rooms in new school buildings shall, on one side at least, open wholly from floor to ceiling to the outer air, in order that during warm weather, at least, the pupils may have as much fresh air as possible."

3. The windows in all schoolrooms should receive one more washing every year, or two more cleanings on the inside.

The importance of having the rooms constructed as requested in the above order arises from the fact, generally too little considered in dealing with this subject, that more than half our school year is during warm weather, so that it would be better for the children to have school outdoors during four months or more, if that were feasible. They would profit greatly by having conditions in the schoolroom as near like outdoors as possible.

The above statement as to temperature is based upon reports obtained from the weather bureau and from carefully recorded observations in open-air rooms already existing.

Consultation with architects seems to show that the construction requested in this order is entirely feasible and does not involve any great additional expense.

## II. Open-air rooms.

The importance of open-air rooms is partly for the delicate (chiefly anæmic) children. These rooms, however, unless they are made to include a large proportion of all the schoolrooms in the city, can never fully meet the needs even of this class, because these delicate children are found scattered in such small numbers among the different grades and different buildings that it is impossible to bring them together into special rooms without a very great expense. Perhaps the chief value of the open-air rooms, even for these delicate children, is to serve as object lessons of the advantages of fresh air, and so eventually affect all the rooms and all the children and teachers in them.

We would accordingly recommend that in addition to the open-air rooms for anæmic and other delicate children already established, and such further rooms of that class as the Board of Superintendents may from time to time find it feasible to provide, there should be in every permanent school building at least one fresh-air room, not especially for anæmic children, so far as rooms suitable for this purpose can be found. An order defining how these rooms should be carried on is appended hereto.

All rooms especially designed and built as open-air rooms should be used as such.

As to open-air rooms proper, namely, those for anæmic and delicate children, we believe that the number of pupils to the teacher ought to be reduced to thirty-six, inasmuch as these children who are so backward physically are also apt to be backward in other ways, and classes composed of them are difficult to deal with.

Scales for weighing all children in open-air rooms should be provided.

III. As to the fourth class of children above mentioned, namely,

those having definite tuberculosis, whose presence in the class room would be dangerous to other pupils, the Board of Health has so far only discovered thirteen of such children among over 42,000, and these have been excluded from the schools.

IV. As to the children not dangerous to their fellow pupils, but requiring a more definite open-air treatment than can be afforded in the ordinary open-air room, the committee desires time for further consultation with the Consumptives' Hospital Trustees.

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1. *Ordered*, That the attention of all principals is hereby called to the general regulations of the Board relating to the ventilation and temperature of school rooms, particularly to section 226, paragraph 1, and to section 231, and they are requested to call the attention of their teachers to these regulations.

It is suggested to principals in this connection that children should be allowed to wear their outer clothing whenever they feel cold without it, especially those seated near the windows, rather than deprive all the children in the room of the air they need.

2. *Ordered*, That the Schoolhouse Custodian is hereby directed to call the attention of all janitors to those provisions in the rules for janitors relating to heating and ventilating of school buildings, especially to rules 30 to 34 inclusive, and to that part of rule 34 which states that this Board does not desire the saving of fuel at the expense of the health of pupils by failure to provide a sufficient amount of heat and fresh air in class rooms.

3. *Ordered*, That the Board of Schoolhouse Commissioners is hereby again requested, as in the order passed by this Board on November 7, 1910, to provide that all rooms in new school buildings shall, on one side at least, open wholly from floor to ceiling to the outer air, in order that during warm weather, at least, the pupils may have as much fresh air as possible.

4. *Ordered*, That Rule 19 of the rules for janitors, engineers and matrons is hereby amended by striking out said rule and inserting the following in place thereof:

Rule 19. Windows shall be cleaned on both sides twice each year, once during the April vacation, and again during the last week of the summer vacation. Windows shall also be cleaned on the inside during the last two weeks in November, and again during the first two weeks in February in each year.

5. *Ordered*, That the schedule governing the compensation of janitors of school buildings is hereby amended by adding the following at the end of the paragraph establishing the rate of payment for washing of windows: For each of the two additional cleaning of windows on the inside, required by rule, payment shall be made at the rate of one-fourth of one cent per square foot, on the certification of the Schoolhouse Custodian.

6. *Ordered*, That the Advisory Committee on School Hygiene is hereby requested to consider and report as to the advisability of requiring class rooms to be swept more frequently; reducing the temperature required

to be maintained in such rooms from 67 degrees to 65 degrees Fahrenheit, and supplying cloth screens for filtering the air supply for such rooms.

7. *Ordered*, That the Board of Superintendents be not required to establish the full number of forty open-air rooms for anæmic and other delicate children as directed by the order passed by this Board March 27, 1911, but requested to increase the number of such rooms as opportunity may be found to do so without placing in any single room of this character children belonging to more than two grades, in which rooms the quota of pupils to a teacher shall be thirty-six.

8. *Ordered*, That pupils assigned to open-air rooms for anæmic and delicate children shall be selected by the Director of School Hygiene from among those who are reported to be anæmic, undersized or otherwise belonging to classes likely to be benefited by fresh-air treatment, by the school physician.

9. *Ordered*, That in open-air rooms for anæmic and delicate children, the course of study and other requirements and regulations may be modified by the assistant superintendent in charge, in his discretion, after consultation with the Director of School Hygiene.

10. *Ordered*, That the Board of Superintendents is hereby directed to place emphasis with principals and teachers on the necessity of an ample supply of fresh air being provided for class rooms, and to establish as soon as may be practicable, at least one fresh-air room, not especially for anæmic and delicate children, in every permanent school building, so far as suitable rooms for the purpose can be found, and to see that all rooms in school buildings designed and constructed as open-air rooms be utilized as such.

11. *Ordered*, That the following general requirements shall be observed in fresh-air rooms: The purpose is to have such rooms supplied with as much fresh air as possible, without making them too cold.

As a general rule the windows on two sides of these rooms should be kept open, or the windows on one side wide open, at all times, except when the temperature in the room goes below 60 degrees Fahrenheit, or when rain, high wind, dust or some other special condition seriously interferes. Teachers should use good judgment in this matter. On cloudy, damp days or when the wind blows strongly into the room, it may be best to keep the temperature as high as 60 degrees Fahrenheit, while on sunny days when the wind is not blowing directly into a room, the temperature may safely be allowed to go considerably lower. Children, in these rooms especially, should be allowed to wear their outer clothing whenever they feel cold without it, rather than to deprive other children in the room of the air they need. Children who are heated by exercise in gymnasiums or elsewhere should not be exposed to drafts. Teachers should especially watch children seated near the windows, and should see that every child is warm enough to work and enjoy himself.

The conduct of such rooms in other respects should be such as the assistant superintendent in charge, after consultation with the Director of School Hygiene, shall determine.



12. *Ordered*, That the Director of School Hygiene shall have the children occupying open-air rooms weighed at such intervals as he may determine, and the results properly recorded.

13. *Ordered*, That the Business Agent is hereby authorized and directed to provide scales in the following-named buildings:

District and School.

*Abraham Lincoln* — Skinner.  
*Bennett* — Aberdeen.  
*Bennett* — Oak Square.  
*Bowditch* — Hillside.  
*Bowdoin* — Sharp.  
*Charles Sumner* — Stephen M. Weld.  
*Dearborn* — Mt. Pleasant avenue.  
*Dillaway* — Abby W. May.  
*Dudley* — Nathan Hale.  
*Everett* — Everett.  
*Francis Parkman* — Canterbury street.  
*Franklin* — Wait.  
*George Putnam* — Williams.  
*Harvard* — Common street.  
*Hyde* — Lafayette.  
*Frothingham* — William H. Kent.  
*Henry L. Pierce* — John Greenleaf Whittier.  
*John Cheverus* — John Cheverus.  
*Lewis* — Sarah J. Baker.  
*Lewis* — William Lloyd Garrison.  
*Longfellow* — Phineas Bates.  
*Oliver Wendell Holmes* — William E. Endicott.  
*Prescott* — James A. McDonald.  
*Roger Wolcott* — Mary Lyon.  
*Sherwin* — Ira Allen.  
*Thomas Gardner* — William Wirt Warren.  
*Thomas N. Hart* — Benjamin Dean.  
*Warren* — Mead street.  
*Washington* — Baldwin.  
*Wendell Phillips* — Somerset street.

As was to be expected, some objections were made to the carrying out of this plan; these, however, were few in number, and arose largely either from a misunderstanding of the intention of the committee, or from lack of judgment in carrying its directions into effect. Each individual complaint received was carefully investigated by the Department of School Hygiene, and any

real grievance corrected. Of course persons who are accustomed to occupy rooms where the temperature during the heating season sometimes largely exceeds say 70 degrees, and who apparently prefer to breathe stagnant air, are likely to object to a temperature of 65 degrees and a plentiful supply of fresh air. Nevertheless the marked and unquestioned improvement in children who are fortunate enough to pass their school time in rooms of the latter character will before long convince even the most reluctant that fresh air and not too high temperature mean increased health, vigor and enjoyment of life.

#### SALARIES OF TEACHERS.

The general movement in the direction of larger salaries for the teaching force, which was referred to in the Annual Report of 1909, gathered strength in the following year. Repeated applications were made to the School Committee to increase the salary schedule in favor of teachers of many different ranks, and to take similar action with respect to other classes of employees, including especially janitors and truant officers. Among the strongest reasons advanced in favor of these applications was that the cost of living has largely increased since the last general adjustment of salaries was put into effect in 1896, and consequently that salaries adequate, or fairly adequate, at that time had become increasingly insufficient fifteen years later. The great difficulty in the way of meeting the demand for a larger rate of payment was not the unwillingness of the School Committee, but the inadequacy of the appropriations to meet the additional cost of putting even small advances into effect.

A committee of elementary school teachers then petitioned the Legislature to authorize an increase in school appropriations which are based upon the average

taxable valuation of the city for the three years preceding, the amount applied for being fifteen cents per \$1,000 for the year ending January 31, 1912, ten cents additional for the year ending January 31, 1913, and ten cents more for the following year, to be devoted to increasing the compensation of teachers in the elementary schools whose maximum salary was less than one thousand dollars per annum. The Mayor also introduced a bill providing in substance, that of the appropriations which the School Committee was already authorized to make, a sum equal to not less than ten cents on each \$1,000 of valuation should be devoted exclusively to increasing salaries of teachers in the elementary schools. The School Committee opposed this measure, the effect of which, if passed, would have been seriously to injure the work of the schools, by diverting a substantial part of the additional amount granted by the Legislature of 1909 for general school purposes, to increasing the salaries of a selected group of teachers; and while it was heartily in favor of increasing the salaries of the elementary school teachers, it pointed out that there were other groups of underpaid teachers who ought also to receive increased compensation, and that the whole question of salaries was one of great detail and complexity, involving many considerations, with which the School Committee could more intelligently deal than the Legislature, in order to establish a proper adjustment of the salaries of teachers of various ranks. The School Committee pointed out also that one unfortunate result of the proposed legislation would probably be that teachers of a lower rank would in some cases receive larger salaries than others of higher rank, and inequalities of this character would thus be created which the School Committee would be unable to remedy because of lack of funds. The Legislature, however, passed a bill containing the

provisions objected to by the School Committee, which was vetoed by the Governor, whose action was sustained by the Legislature by a very narrow margin.

After long delay and repeated conferences a bill was finally passed by the Legislature, and approved by the Governor, which provides, in brief, that the School Committee may appropriate an additional ten cents per \$1,000 for the year ending January 31, 1913, an additional ten cents for the following year, and a further sum of five cents for the succeeding year, and each year thereafter, all of which is to be devoted to increasing the salaries of teachers in the public schools. The School Committee agreed that it would devote the additional sums granted for the first two years, or twenty cents per \$1,000 in all, exclusively to increasing the salaries of teachers in the elementary day schools of those ranks for which the regular maximum salary is \$1,000 or less per annum.

The attitude of the School Committee in this matter was persistently misrepresented, although from time to time it attempted to make it clear as, for example, on May 25, when it said:

"The School Committee of the City of Boston sincerely hopes that provision will be made by the Legislature for a well deserved increase in the salaries of our teachers.

"The School Committee is, and always has been, in hearty accord with the desire of the teachers covered by the bill vetoed that their salaries should be increased, but the School Committee cannot help appreciating the facts:

"First. That there are other groups of teachers who are also underpaid and who ought also to receive increased compensation.

"Second. That there are many instances where the

schools suffer seriously because competent teachers of groups other than those affected by the present bill cannot be secured in sufficient number at the present salaries.

“Third. That the increase in the salaries of the teachers covered by the bill vetoed will necessarily require other increases as a matter of readjustment; for, indeed, unless such readjustments be made, there will be instances where teachers who have served for many years as assistants and have been promoted to places as masters’ assistants, or first assistants, or assistants in charge, will receive less than they would if they had not been promoted at all.

“In view of these facts the School Committee earnestly hopes that the Legislature will frame and pass a bill giving ten cents on the tax rate in 1912, twenty cents on the tax rate in 1913, and thirty cents on the tax rate in 1914 and thereafter, which will in the opinion of the School Committee place at its disposal a sum sufficient both to insure the beneficiaries of the present bill all that they would get by the passage of the bill and yet be adequate to enable the School Committee to make those necessary adjustments and those proper increases of the salaries of such other classes of teachers as are absolutely demanded in the interests of the schools, and that means in the interests of the school children of the City of Boston.

“Such a solution of the teachers’ salary problem is the one which the School Committee and all the members of it have from the first desired and worked for, and will bring satisfaction not merely to a part of the teaching force but to all the teaching force, and, as we believe, to the citizens of the City of Boston.”

As soon as practicable after the passage of the act relating to this subject (chapter 708) the School Com-

mittee took steps to put it into full operation, and also devoted to the same purpose an additional sum which had become available through the action of the Mayor in abating a proposed charge for water.

Following is a comparative table of salaries of the teachers affected by the new legislation as they were prior to September 1, 1911, and as re-established January 1, 1912.

1. ASSISTANTS, ELEMENTARY SCHOOLS.

	Former Schedule.	New Schedule.	Increase.
First year.....	552	600	48
Second year.....	600	648	48
Third year.....	648	696	48
Fourth year.....	696	744	48
Fifth year.....	744	792	48
Sixth year.....	792	840	48
Seventh year.....	840	888	48
Eighth year.....	888	936	48
Ninth year.....	936	984	48
Tenth year.....	—	1,032	96

2. ASSISTANTS IN BOYS' CLASSES, ELEMENTARY SCHOOLS.

	Former Schedule.	New Schedule.	Increase.
First year.....	552	600	48
Second year.....	600	648	48
Third year.....	648	696	48
Fourth year.....	696	744	48
Fifth year.....	744	792	48
Sixth year.....	792	840	48
Seventh year.....	840	888	48
Eighth year.....	888	936	48
Ninth year.....	936	984	48
Tenth year.....	984	1,032	48
Eleventh year.....	—	1,080	96

## 3. TEACHERS OF SEWING, ELEMENTARY SCHOOLS.

	Former Schedule.	New Schedule.	Increase.
First year.....	552	600	48
Second year.....	600	648	48
Third year.....	648	696	48
Fourth year.....	696	744	48
Fifth year.....	744	792	48
Sixth year.....	792	840	48
Seventh year.....	840	888	48
Eighth year.....	888	936	48
Ninth year.....	936	984	48
Tenth year.....	—	1,032	96

## 4. TEACHERS OF COOKERY, ELEMENTARY SCHOOLS.

	Former Schedule.	New Schedule.	Increase.
First year.....	552	600	48
Second year.....	600	648	48
Third year.....	648	696	48
Fourth year.....	696	744	48
Fifth year.....	744	792	48
Sixth year.....	792	840	48
Seventh year.....	840	888	48
Eighth year.....	888	936	48
Ninth year.....	936	984	48
Tenth year.....	—	1,032	96

## 5. ASSISTANTS, KINDERGARTEN.

	Former Schedule.	New Schedule.	Increase.
First year.....	432	480	48
Second year.....	480	528	48
Third year.....	528	576	48
Fourth year.....	576	624	48
Fifth year.....	624	672	48
Sixth year.....	—	720	96

## 6. FIRST ASSISTANTS, KINDERGARTEN.

	Former Schedule.	New Schedule.	Increase.
First year.....	624	672	48
Second year.....	648	696	48
Third year.....	696	744	48
Fourth year.....	744	792	48
Fifth year.....	792	840	48
Sixth year.....	—	888	96

## 7. ASSISTANT INSTRUCTORS, MANUAL TRAINING, ELEMENTARY SCHOOLS.

	Former Schedule.	New Schedule.	Increase.
First year.....	804	852	48
Second year.....	852	900	48
Third year.....	900	948	48
Fourth year.....	948	996	48
Fifth year.....	996	1,044	48
Sixth year.....	—	1,092	96

In addition to the general increase in the salary schedule for the groups of teachers affected, an order was passed that teachers of those ranks in the elementary day schools for which the regular maximum salary for the year ending August 31, 1911, was \$1,000 or less, and who remained in the service on December 31, 1911, should each receive upon the pay-roll for the month of January, 1912, the additional sum of \$5.

The action taken as briefly outlined above, and omitting details affecting the transfer of individual groups of teachers from the old to the new schedules, will result in the expenditure by the School Committee of the full amount authorized by the Legislature, and also of an additional sum from its general appropriation, to increase the salaries of the teachers for



whose particular benefit the legislation was sought, and the new schedules adopted were assented to by the representatives of the teachers concerned as entirely satisfactory.

#### RE-ENTRY OF TEACHERS INTO SERVICE.

The conditions under which former teachers may re-enter the service, which for several years has been allowed for a limited period after voluntary retirement, without loss of rank or salary, have been still further modified so that in determining the date of the first anniversary of reappointed teachers, which fixes the date of advancement on the salary schedule, credit is allowed for any fractional part of the final year of service rendered under their previous appointment.

#### TRANSFER OF BOSTON NORMAL SCHOOL.

The question of state control of the Boston Normal School has again arisen during the year just closed. Repeated efforts have been made in the last thirteen years to have the control of the school assumed by the state, or to induce the state to bear a share in the cost of its maintenance, which it is perhaps unnecessary to rehearse in detail. In 1906 the School Committee petitioned the Legislature to require the Commonwealth to pay the city the sum of \$170 for each pupil in the school who completes the prescribed course of study, and for an act to reimburse the city for the expense to be incurred by it in erecting and equipping a new Normal School building to an amount not exceeding \$300,000. On both of these petitions leave to withdraw was granted.

In May, 1910, the Mayor requested the Finance Commission to investigate and report on the question of transferring the Boston Normal School to the state, or, if that course be thought inadvisable, to consider

whether some compensation should not be given by the state to the city for work performed on the state's behalf. Pending the report of the Finance Commission, the Mayor petitioned the Legislature, in 1911, for an act to authorize the Treasurer of the Commonwealth to pay to the city for each pupil educated in the Boston Normal School, a sum equivalent to the average expense to the state for the tuition of a pupil in the state normal schools. This petition was endorsed by the School Committee. In February, 1911, the Finance Committee presented its report on the subject which, after carefully reviewing the history of the school and its purpose, concluded by advising its retention by the city, and approving the proposition that the state might well be asked to share in the cost of maintaining the school. The Legislature, however, gave leave to withdraw on the bill referred to, and adopted a resolve directing the State Board of Education to consider the expediency of establishing a state normal school in or near Boston and the other questions arising in connection with the Boston Normal School as stated above, and to report thereon not later than the second Wednesday in January, 1912.

In November, 1911, the Mayor addressed a communication to the School Committee stating that the forthcoming report of the State Board of Education would probably express adherence to the policy of combining support and control in the same jurisdiction, and asking the School Committee to express its opinion whether the loss, if any, in effectiveness through the transfer of the Normal School to the state would more than offset the resulting financial benefit. To this inquiry the School Committee made the following response:

The School Committee has very carefully considered your Honor's communication dated November 27, 1911, with reference to the transfer of the Boston Normal School to the Commonwealth, and has also considered

with equal care the report of the State Board of Education relative to chapter 97 of the Resolves of 1911, in the matter of a State Normal School in or near Boston (House Bill No. 4, 1912). In response to your Honor's invitation that the School Committee express its opinion upon this matter the following is respectfully submitted:

The annual cost of maintaining the Boston Normal School is now about \$40,000, and it has been urged that by transferring the school to the state the city would make a considerable saving, estimated at about \$27,000 in a report made by the Finance Commission on the subject. It is pointed out, however, in the same report that this saving might very easily be offset by the city's contribution to the state tax if the scope of the school and the number of pupils attending it be largely increased, as would seem probable should the school come under state control, and as intimated in the recent report of the State Board of Education on the subject. Any saving, therefore, would probably be largely reduced within a comparatively short time, and would ultimately entirely disappear.

The objections to the transfer are notably two: First, that under state control Boston would lose the advantage of conducting the school in accordance with its own standards, and with particular reference to fitting the graduates to become efficient teachers in the public schools of Boston; nor could the School Committee continue unhampered its policy of raising these standards and thus improving the quality of the instruction given in the public school system generally, especially in the elementary schools.

Second, the School Committee believes that the merit system governing the appointment of teachers in general which it has established, and which is also applied to the graduates of the Normal School, is intrinsically sound, advantageous to the school system, and meets acceptably the natural demand of the community that the children of the people shall be taught by the daughters of the people, who have been trained especially for such service. Should the Normal School be transferred to the control of the state it would practically be impossible to avoid complications with respect to the appointment of its graduates as teachers in the public schools of this city which would be difficult, if not impossible of satisfactory adjustment, and which might result in the overthrow of the merit system of appointment and in general dissatisfaction and disappointment.

These are but two of many reasons that could be stated in opposition to state control of the Boston Normal School.

Your Honor submitted a bill to the General Court of 1911 providing that the Commonwealth should pay the City of Boston, for each pupil educated in the Normal School, a sum equivalent to the average expense of the Commonwealth incurred for the tuition of a pupil in a state normal school, which met with the entire approval of the School Committee. The Committee notes that your Honor has introduced a similar bill this year (House Bill No. 561, referred to Committee on Education), which it likewise cordially approves, and trusts will be favorably acted upon by the General Court.

In this connection it is perhaps proper to call attention to the fact that for many years the Commonwealth has borne a share of the cost of maintaining the Horace Mann School for the Deaf, a public school under the control of the School Committee of the City of Boston. For each pupil attending this school the state pays to the city an annual tuition fee amounting to \$150, no distinction being made between resident and non-resident pupils.

#### INCREASED EMPHASIS, HIGH SCHOOL WORK.

In June, 1910, the School Committee passed an order requesting the Board of Superintendents and the High School Head-Masters' Association to consider the desirability of increasing the seriousness of work done by high school pupils, and of restricting the social activities in connection with these schools within reasonable and proper bounds. In response to this action a report was presented by the Board of Superintendents recommending elimination from high schools of pupils who are unable or unwilling to do the work required; making instruction more practical, more real, more vital; making sections of more uniform size; increasing the length of the school day for high school pupils, provided the number of instruction periods for teachers shall not be increased; increasing the number of points required for a diploma; omission of school dances in the evening; increasing the scholarship eligibility requirements on athletic teams.

At a later date a communication was received from the High School Assistants' Association opposing the proposal to increase the length of high school sessions for reasons which may briefly be summarized as follows:

That at the close of the present school session pupils are too fatigued to continue class work to advantage; that the recreation of pupils would be interfered with, especially out-door exercise; that extending the length of session would require pupils to prepare nearly all work at home, with less time in which to do it; that the distance between the homes and school is so great

as to bring the luncheon and the following and last meal of the day too close together; that the wage earning of pupils during out of school hours would be interfered with; that legitimate outside pursuits, such as instruction in music, would be hampered; that the time allowed teachers for professional work would be shortened and their effectiveness as teachers would be diminished.

Upon these various recommendations the School Committee took the following action: The course of study was amended to provide that a full year's work should thereafter consist of twenty points, instead of twenty points for each of the first three years, and sixteen points for the fourth year, the total number of points required for a diploma being thus raised from seventy-six to eighty.

The general regulations were amended to provide that no exercise in which dancing is participated in by pupils attending the day or evening schools shall be conducted in the evening under the auspices of any school or under the name of any school, or of any school organization composed wholly or in part of school pupils; provided, however, that this restriction shall not apply to such annual graduation exercises of schools as may be held in the evening, or to such exercises of the evening schools as may be held on the last session preceding Christmas Day.

#### CHANGES AFFECTING THE ENGLISH AND ROXBURY HIGH SCHOOLS.

In March, 1911, the School Committee passed an order that no additional boys should be admitted to the Roxbury High School, and that boys who were already members of the school be allowed to continue therein until such time within three years from June, 1911, as they may graduate or be permanently discharged or transferred. At the same time it authorized the establishment of intensified courses in phonography and

bookkeeping in this school, to take effect at the beginning of the following term. To accommodate boys who were thus obliged to seek other means of high school instruction, the English High School for boys, in the city proper, was allowed to receive boys who would otherwise probably have attended the Roxbury High School. This important change in the character and scope of the Roxbury High School was made for the following reasons: The building was planned and built long before any form of physical training for girls was recognized as a legitimate part of a high school curriculum, consequently the assembly hall was constructed without any view to its occupancy for instruction in physical training, except military drill. In 1896, when physical training for girls was first authorized, the hall had to be used also for a girls' gymnasium, and since that time has been so occupied during every school period. Later, when athletics for boys came into vogue, the school had no gymnasium, no playground, and no athletic fund to draw upon. Thus the boys attending the school were so handicapped in athletics that they became discouraged and disgruntled, and suffered in competition with other high schools more favorably situated in this respect, and the number of boys attending steadily tended to diminish. Some years ago an adjoining lot was purchased with the intention of building a gymnasium thereon; but this was so long delayed that the annex when completed will only just about provide for the increase in the number of pupils, without making any provisions for athletics. When this situation was realized, it was found that of the 175 boys entering the school in 1911 only twenty-five desired to remain and it was then decided that it would be better to make the school one exclusively for girls until a new building should be provided for the overflow in Roxbury and Dorchester.

The intensified course was introduced for two distinct purposes. First, to offer to those elementary school graduates that would not otherwise attend a high school, special vocational training as stenographers or bookkeepers; a short course that could be completed in two years or less, and would save them the expense of attending a private school. Second, to afford additional vocational training to pupils taking the regular commercial course, by substituting for extraneous subjects, at present required for a diploma, more work in phonography and typewriting or in bookkeeping. Three divisions were started in the freshman class in September, 1911, and by the last of the following January they had been graded as follows: Rather more than one-third in the honor division, about one-third in the passable division, and the remainder in the unsatisfactory division. It would therefore appear that about two-thirds of the pupils will satisfactorily complete the course.

#### HIGH SCHOOL OF COMMERCE.

The selection of a site for the proposed High School of Commerce and School Administration Building has been prolific in vexation and delay. In 1906, the School Committee designated the Lewis School District in Roxbury as the school district within which the building should be placed. This location is practically the geographical center of the city, and so situated with respect to transportation facilities as to be easily accessible from all parts of the city. In 1907, the Advisory Committee of Business Men, a committee which has taken a very sincere and helpful concern and interest in the school, recommended that it be located on the Winthrop School site, situated on Tremont street near Boylston street, and within rather close proximity to the business district. The School Committee, giving great

weight to the opinion of this committee, rescinded its former action. In January, 1909, a further communication was received from the Advisory Committee reaffirming its former recommendation in favor of the Winthrop School site, and in June the School Committee designated the boundaries of two downtown school districts as the limits within which the school should be placed, one of them including the location recommended by the Advisory Committee of Business Men. In October, the Board of Schoolhouse Commissioners was urged by the School Committee to take prompt action, and shortly after that Board selected a site on Warrenton street which is in the vicinity of the Winthrop School. This site was duly approved by the School Committee in January, 1910. Considerable opposition to the site soon appeared; other sites, especially in Park square, Fort Hill square, and in the Back Bay Fens, were recommended, the two latter being favored by the Mayor, while the Advisory Committee advocated a site in the immediate vicinity of Park square. In November, 1910, the Warrenton street location having been definitely abandoned, and the larger part of the land acquired returned to its former owners who had agreed to release the city from its obligations to retain its takings, the Board of Schoolhouse Commissioners voted to select the Fort Hill square site, which already belonged to the city and comprised a small public park. This action was emphatically opposed by the Boston Chamber of Commerce and by many property owners in the vicinity of the square and others interested in the subject. The School Committee, whose approval of the site was necessary under the law, deferred action.

The next step was taken by the Mayor, who secured the passage of an act by the Legislature of 1911 authoriz-



ing the Park Commissioners, upon the request of the Board of Schoolhouse Commissioners, and with the approval of the School Committee, to permit the building to be placed within the limits of the Back Bay Fens, one of the principal arguments advanced in favor of this location being that the land, like the Fort Hill square site, already belonged to the city and would not have to be taken or purchased from private owners.

In June, 1911, the Board of Schoolhouse Commissioners rescinded its action in favor of the Fort Hill square site, and asked the School Committee to approve the placing of the building in the Back Bay Fens. The School Committee later in the same month, after stating that some of its members were of the opinion that the building should be situated in the Fens, while others believed that this is not the best possible site, but recognizing that no site could be selected without the approval of the Mayor, who was in favor either of Fort Hill square or the Fens, and being unwilling to take the responsibility for further delay, approved the site in the Back Bay Fens. Difference of opinion then arose as to the particular location in the Fens which should be selected for a site, a matter in which the approval of the Park Commissioners was necessary. In September, 1911, an agreement was finally arrived at, and a site opposite Peterborough street selected as being satisfactory, and the architects were urged to complete the plans with all possible dispatch. Almost immediately, however, strong opposition to locating the building in the Fens developed, especially from property owners in the vicinity, and legal proceedings were threatened to prevent the consummation of the project. Here the matter now rests, but it appears to be clear that legal obstacles will have to be overcome before much further progress can be made.

## BOSTON INDUSTRIAL SCHOOL FOR BOYS.

In April, 1911, the School Committee requested the State Board of Education to establish an independent day school for the industrial training of boys over fourteen years of age, to be conducted by the School Committee as agent for the State Board. The school is situated in the heart of the city, on Common street, midway between Washington and Tremont streets, and can be easily reached by surface cars on the two last-named streets, and by subway cars and tunnel trains. The building has been thoroughly renovated and equipped with every modern device for making it convenient, hygienic, and adapted to the characteristic work of the school. Mr. William C. Crawford, formerly master of the Washington Allston Elementary School District, was elected master of the new school, and sent to visit other cities maintaining industrial schools, and was also instructed to investigate the industries of Metropolitan Boston with reference to educational needs.

The course of study adopted is primarily one or two years in length, it being deemed wise that further extensions of the course be left to be developed in the light of subsequent experience.

The work of the school will be divided as follows:

Shop Work	15 hours.
Applied Technical Branches of Drawing, Science and Mathematics	10 hours.
Related academic subjects of English, Industrial History, Commercial Geography, Hygiene and Citizenship	7½ hours.

Courses will be offered in machine shop practice, sheet metal work, carpentry, electrical work, printing and bookbinding. With the growth of the school and enlargement of its plant, other lines of work will be taken up.

The school is supplied with equipment of all kinds for giving preliminary training looking towards an indus-

trial calling; a full line of machines for shop work in wood and iron; complete outfits for printing and book-binding; science apparatus for the study and application of the natural forces, especially in the lines of electricity and the laws governing the actions of liquids and machines. The machines and tools are such as would be found in well-equipped commercial shops, in order that the pupils may become familiar with trade conditions of work.

The school will open February 1, 1912, and classes will be formed in each of the groups of subjects for which a sufficient number of pupils apply. The preliminary registration indicates an attendance of about ninety pupils.

The following extracts from the course of study adopted will give a comprehensive idea of the purpose of the school and the manner in which it proposes to meet the requirements of its pupils.

Completion of the course is based on accomplishment and not on time; but, in general, pupils who enter at fourteen will require approximately two years to complete the work now outlined.

Advanced work for third and fourth years will be offered at a later date if there is sufficient demand for it. Further opportunity for advanced work in part time and evening classes will probably be offered for pupils who have completed the course and also for those whose regular course may be necessarily cut short.

### *Purpose.*

The school is intended for those boys who desire training that will prepare them for industrial work. Pupils will be offered an opportunity to learn the elements of a desirable wage earning occupation and to continue their education along lines that will broaden their conception of industrial opportunity. A course

of instruction at this school unquestionably will increase a boy's earning capacity. It will also give him a training that he could not hope to secure if he began work as an unskilled apprentice. The technical and academic work, while shaped to conform to the needs of the trade activities, is sufficiently broad to give a cultural basis for intelligent citizenship.

### *System of Instruction.*

First. Shop Work. In the industrial school the shop work is utilized as the basis of instruction. Instead of "exercises" being taken that yield mere "sampler" results, projects are undertaken, the output of which has commercial value. Furthermore, instead of the work being regarded as merely disciplinary and performed without regard to time values or the utility of the product, it is viewed constantly from the standpoint of the trade, the pupil reckoning the cost of raw material and the value of the time spent in construction; and also studying various economic problems that pertain to the demand and supply of the product.

On entering the school the pupil is expected to make a choice of some kind of industrial work. With this choice there will go a corresponding differentiation of the technical and academic courses. If it appears, on trial, that a pupil's first choice was an unwise one, he may be allowed to make one or more others until he finds his place, or until it is proven that the school offers little to his advantage. So far as possible, the instruction is individual, although the pupils work in groups. There are no regular "classes" as the term is ordinarily used. Each pupil is considered individually and progresses as rapidly as his ability will permit.

Second. Technical and Academic Work. This work in the industrial school instead of being theoretical, general and largely for cultural results, is applied, specific, and chiefly for vocational efficiency.

While no study is so narrowed as to exclude all its cultural value, it should be borne in mind that the purpose of the industrial school is "to train for productive industry."

*Graduation.*

On completion of the course, pupils will be given a certificate of graduation.

To pupils who do not complete the full course will be given a certificate of progress stating the amount and quality of the work done.

Work in part time and evening classes, when established, will count towards obtaining the above-named certificates.

*Advanced Course.*

The advanced course, when established, will be similar to that outlined above, but with a greater amount of time given to practical shop work and the special technical studies applying to the same.

ADDITIONAL SPECIAL CLASSES.

At the close of the year 1910, there were nine special classes in operation for the care of mentally deficient children, a number insufficient to meet the requirements of the situation. In October, 1911, the School Committee requested the Board of Superintendents to report a method by which the number of these classes might be more rapidly increased. The Board of Superintendents reported that it was strongly of the opinion that additional special classes should be established. It called attention to the fact that admission to these classes is frequently sought for pupils whose mental condition is wholly unimprovable, and expressed the belief that under no circumstances should unimprovable cases be allowed to remain in the regular grades or in special classes, because in either case their presence is harmful to other pupils. The Board recommended

that authority be given to exclude such pupils from the public schools. It also recommended that eight additional special classes be established for the benefit of backward children whose mental condition is improvable, and that the superintendent be authorized to appoint as special assistants in special classes such regularly appointed teachers in the service as were found to have the requisite qualifications for the work; that an expenditure not exceeding \$500 be allowed for the purpose of providing courses of instruction or lectures for the benefit of teachers of special classes; and that principals be authorized to suspend such Friday afternoon sessions of such classes as the assistant superintendent in charge of special classes may request, in order to enable the teachers to attend the lectures or courses provided for their instruction. In October, the School Committee authorized the establishment of eight additional special classes and five of them were in operation at the end of the year, making a total of fourteen.

In November, the School Committee directed the Board of Superintendents to investigate and report as to the number of children attending school who are below the standard for special classes, including pupils who are already enrolled in such classes. The result of this investigation was as follows:

Total number of mentally deficient children	812
Number in special classes	154
Possible candidates for special classes	658

This report was referred to a special committee of two members of the School Committee previously appointed to consider the subject, and especially the creation of a committee to suggest proper methods of dealing with such children who get into the public school system through force of circumstances, and whose

presence is of no benefit to themselves and a detriment to others, and for whose care no other facilities are now available. Adequate provision for these unfortunate children should and eventually must be made, and the school system should be burdened with their care no longer than is necessary. Intelligent and scientific methods of dealing with such children have been adopted in other cities. For example, in London there is an automatic system in operation whereby children who fail of promotion are examined by a physician as a matter of routine. If the first examination is not conclusive, the case is referred to a board of experts. The parents are taken into confidence at the start and the cases are dealt with in a wholly impersonal way.

#### GIRLS' EVENING HIGH SCHOOL.

By order of the School Committee, the Central Evening High School was set apart exclusively for men and boys, beginning with the opening of the evening school term of 1911-12. A new evening high school for women and girls was established in the Girls' High Schoolhouse on West Newton street. In previous years, the Central Evening High School had attempted to accommodate an unreasonably large number of pupils, so that the overcrowded classes caused many of the more earnest pupils to become discouraged and discontinue their work. Since the division of the school there has been sufficient room in each school for classes of reasonable size, and the percentage of pupils who have remained throughout the year has greatly increased.

#### DORCHESTER EVENING COMMERCIAL HIGH SCHOOL.

Repeated petitions for an evening high school in Dorchester have been received in the past, but until this year it was felt that the demand was not sufficient to justify the expenditure. For some months previous

to the opening of the school in October it was evident, however, that the citizens of Dorchester were taking a keen interest in their new evening high school. Upon the opening night more pupils applied than could be registered and a large number were turned away with the request that they come on the following evening. At the end of the first month 786 pupils had enrolled, and during the year 1,026 registered.

This school is one of the largest evening high schools in the city and among its pupils is an unusually large number of older people who are taking advanced work in commercial subjects.

The number of pupils who will complete the year's courses and who have already expressed their determination to come back for additional advanced work next year is particularly gratifying. The excellent equipment of the school building, the school spirit of the pupils, the enthusiastic and well organized team work of the teachers, assure the continued success of the school.

#### CLASS IN CONVERSATIONAL ITALIAN AT THE GIRLS' EVENING HIGH SCHOOL.

Responding to a demand from social workers and teachers in settlement houses, a class in "Conversational Italian" was established at the Girls' Evening High School in October, 1911, with an enrolment of forty-five pupils. Later in the year, there were requests for a similar class in the Central Evening High School for men, but it was thought that it was then too late to make the opening of a class practicable. It is probably advisable to open a similar class for men in the Central Evening High School at the beginning of the next evening school term.

#### NORTH EVENING COMMERCIAL HIGH SCHOOL.

Young people of the North and West Ends — many of them immigrants who had been graduated from the



evening elementary schools, have in previous years attended the Central Evening High School in the South End. They have been unable to afford car fares, and have insisted that the walk took so much time after their day's work that they could not get the benefit of the full session. The Eliot School Graduates' Club presented a petition to the School Committee signed by over two hundred young people in the North End who promised to attend an evening high school in that section of the city if one were established. Responding to this, the School Committee established the North Evening Commercial High School in the Washington Schoolhouse. Practically all of the young people who signed the petition entered the school. The percentage of attendance has been exceptionally high and the excellence of the work done fully justifies the continuance of the school.

#### WASHINGTON EVENING ELEMENTARY SCHOOL.

The two evening elementary schools of the North End have been overcrowded for several years, so much so that it has been necessary in the majority of rooms to have two classes, each with its own teacher and both giving instruction at the same time. In order that the work might be made more efficient, it was necessary to find additional accommodations. With this in mind, the Washington Evening Elementary School was opened on October 2, 1911. The school has met a real need, nearly five hundred pupils having been enrolled. There has been, however, no apparent reduction in the number of pupils attending the other evening schools in that section of the city, so that the need of additional class rooms is still felt.

The large majority of our immigrants reach Boston during the spring and early summer months when no evening school opportunities are offered. After spending

several months without such instruction, the necessity for entering the evening schools is not as keenly felt in October when the term begins. Besides, it is exceedingly difficult for the evening school attendance officers to locate these people after they have been here several months.

It therefore seems highly desirable that evening school classes for immigrants be provided throughout the spring and summer months. The Washington Schoolhouse is the best equipped building for the purpose in the city, inasmuch as it has a large roof playground which can be made to accommodate a large number of pupils. It is impracticable to hold classes indoors during the warm weather, and it is to be hoped that funds will be available for the establishment of such classes in the near future.

#### EVENING TRADE SCHOOL.

The Evening Trade School was opened October 2, 1911, as an independent evening industrial school for girls. Like the Trade School for Girls, this school receives state aid. Instruction in cloth machine and straw machine operating was offered to those who were then employed as power machine operators or in closely allied vocations, an opportunity being given them to learn the types of machine with which they were not already familiar, and to increase their efficiency in the work they were then doing. The machine equipment in the school was not sufficient to accommodate all who applied and there was a large waiting list throughout the greater portion of the year. There is a great demand for power machine operators. The conditions of employment in most places are excellent, and the positions, for skilled workers, are well paid. The demand for training in these trades will probably increase. The principal difficulty connected with even-

ing classes in these subjects is the fact that the pupils are workers who are so fatigued from their day's work that intensive instruction in the evening is less valuable than it would otherwise be. It is hoped that eventually the younger workers in these callings will be given opportunity during the daytime to secure the necessary training in continuation schools.

A course in cookery and household management and economics was offered to homemakers, housekeepers and domestics. Those who applied for this course were almost without exception young women who looked forward to the assumption of homemaking in the very near future. Although the instruction was most intensive, it was in fact recreative to the pupils, since it was a decided change from the duties of the day, and the element of fatigue was not as apparent in this class as in the others. Without question, courses of this sort should be multiplied throughout the city just as rapidly as the demand is sufficient and funds will permit.

The marked success of the Evening Trade School during its first year would seem to warrant the opening of additional courses, such as millinery, dressmaking and design.

#### ADVANCE PAYMENTS BY EVENING SCHOOL PUPILS.

The educational opportunities offered by the evening schools of the city have for many years been recognized as wide, effective, and valuable. Thousands of pupils have found in these schools the opportunity to study under skilful teachers not only elementary subjects but also the sciences, languages, and art. Many professional men of recognized standing, and business men occupying responsible positions in the Boston of to-day, owe their success largely to the opportunities offered and taken advantage of in the evening schools. Yet in one respect these schools have in the past failed to

attain a higher degree of effectiveness because of that curious trait in human nature that leads it to place little value on benefits too freely offered. For years these schools have struggled under the handicap of a transient patronage that involved large and unnecessary expense on the part of the city, which hampered and discouraged the serious student, and was of no benefit to the casual and indifferent attendant. For example, in October, 1910, nearly 4,000 pupils enrolled in the evening schools and left before the close of the first month of the term, and thus there was an expenditure of hundreds of dollars with no possible educational return. The obvious remedy, to charge a tuition fee, would have been illegal, and consequently the schools have gone on for years with steadily and largely increasing enrolment, but without corresponding gain in regularity and permanence of attendance.

In 1911 an act was passed by the Legislature (chapter 309) that was at once simple, effective, and, as the experience of but one year has shown, productive only of good. This act, in brief, authorizes School Committees to require from each evening school student who is not bound by law to attend, an advance payment not exceeding one dollar, which sum may, at the discretion of the committee, be credited to the school appropriation, or returned in part or in whole to the student at such time and under such conditions as the committee may determine. The School Committee naturally felt some hesitation in putting the provisions of this act into effect lest it might operate to deprive deserving students of the educational opportunities that the city gladly offers to those who are willing to accept them. It was recognized, however, that it is the duty of the city not only to protect and aid the deserving and earnest student, but to dis-

courage the careless, indifferent, and idle attendant whose presence does not benefit himself and hinders his classmates.

Finally, it was determined to put the provisions of the act into operation in the evening high schools alone, and to leave for further consideration the question of extending the plan to include the elementary and industrial schools. Carefully prepared regulations were adopted with the particular purpose of avoiding excluding any pupil whose financial circumstances would make it a hardship to meet even the small required advance payment of one dollar. The regulations adopted are, substantially, as follows:

Each student receives a receipt for the advance payment made. During the last week of the term the full amount of the advance payment is refunded to pupils who have been in attendance on at least two-thirds of the full number of sessions held during the term, or at least three-fourths of the full number of sessions held after the first of January, provided the pupil's conduct has been satisfactory to the principal of the school, and the pupil has made proper use of school equipment and supplies, and has returned all books or other material loaned him. In case of personal illness certified to by a physician, the requirements as to attendance may be waived by the principal of the school. In the discretion of the Director of Evening and Continuation Schools, the advance payment may be remitted on the written recommendation of a principal. The advance payment is forfeited (*a*) when personal application is not made for its return during the last week of the term; (*b*) if the pupil fails to comply with the various requirements stated above; (*c*) in case attendance is prevented by change of residence; and (*d*) in case a day school pupil attends an evening school

without the necessary permit. Appropriate methods for receiving, accounting for, and disbursing advance payments were also adopted which it is unnecessary to state in detail.

The success of the plan was emphatic and convincing. At the end of November, 1911, the evening high school enrolment was 24.3 per cent. less than on November 20, 1910, but the average attendance was 1 per cent. greater. At the end of December, the enrolment was 24 per cent. less than for the corresponding period in 1910, but the average attendance for December, 1911, was 14 per cent. greater than for December, 1910. The pupils in those schools where the advance payment is required have been found to be more earnest; discipline has been reduced to a minimum, and the annoyance caused by indifferent pupils who formerly came but for one or an occasional session has been eliminated. Principals and teachers agree that these schools are doing more efficient work than in previous years, due largely to the advance payment requirement.

In the light of this experience, the School Committee, in January, 1912, extended the plan to include the other evening schools, the rates determined upon being: evening high schools, \$1; evening industrial and trade schools, \$1; evening elementary schools, \$0.50. This system of advance payment applies, of course, only to those pupils whose evening school attendance is not required by law.

#### TRUANT OFFICER FOR EVENING SCHOOLS.

Soon after the opening of the evening school term a truant officer was appointed and assigned to the evening elementary schools. A large number of the pupils in these schools are illiterates between the ages of sixteen and twenty-one years who are obliged by statute to take to their employers each week a certificate of even-

ing school attendance. In case an employer does not have these cards on file he is liable to a heavy fine. By an opinion of the Corporation Counsel, and by an opinion of the Attorney General, neither truant officers in the day schools, nor the State police, are responsible for the enforcement of these laws. As a result, many illiterates who should have been in an evening school failed to attend. Since the appointment of the evening school truant officer, cases of non-attendance have been followed up systematically and many pupils who otherwise would have remained away have been in evening school attendance. The total attendance in evening elementary schools for the term 1911-12 will probably exceed that for the previous year by over 45,000, and this large increase is undoubtedly due to the effectiveness with which the provisions of law relating to the evening school attendance of illiterate minors has been enforced.

#### CONTINUATION SCHOOL.

All the classes inaugurated at the beginning of the school in 1910, and since that time, have been continued through this year with an added interest on the part of both pupils and employers, together with a reasonable increase in the number of pupils.

Supplementary instruction is given to persons between the ages of sixteen and twenty-five in the following subjects: Shoe and leather, dry goods, salesmanship,—preparatory and advanced,—banking, English for non-English speaking pupils, and household arts.

#### *Shoe and Leather.*

The classes in shoe and leather are attended by young men in the employ of wholesale shoe and leather houses and large shoe manufacturing concerns in the city. The first group begins the course in September and continues

for twelve weeks; the second term begins the latter part of January and continues for the same length of time. There are two two-hour sessions per week, on Mondays and Fridays from 3.30 to 5.30 p. m. The following is a general statement of the course of study pursued:

Production and distribution of leather; tanning processes; leather manufacture; recognition of kinds, grades, and comparative values of leather; manufacture and classification of shoes; salesmanship; efficiency training; visits to industrial plants.

### *Preparatory Salesmanship.*

The principles of elementary salesmanship are taught to two different groups numbering forty, consisting of young men and women under eighteen years of age, working as bundle girls, examiners and stock boys, who hope to be called to positions as salespeople. These classes are held on Tuesdays and Thursdays, and Wednesdays and Fridays from 8.30 to 11.00 a. m. Instruction is given according to the following outline:

Commercial correspondence; facility in oral and written expression; store arithmetic; sales slip practice; sources of merchandise and its distribution; raw materials; textiles; penmanship; color and design; hygiene; talks on the fundamental principles of success; salesmanship.

### *Salesmanship.*

There are four groups in the advanced salesmanship classes, having a total enrolment of seventy-one. These classes meet on Tuesdays and Thursdays from 8.30 to 10.30 a. m., Wednesdays and Fridays at the same hour, and two classes are held on Tuesdays and Thursdays from 3.30 to 5.30 p. m. In these classes the following course of study is pursued:

Brief review of subjects found under preparatory salesmanship; store system; the psychology of the sale; demonstrations; efficiency training.



Courses are begun in preparatory and advanced salesmanship in September, and close early in December, before the Christmas trade begins. They reopen after the January sales. These courses are for thirty weeks. Certificates are given to those who successfully complete a course.

### *Dry Goods.*

The total enrolment of the dry goods classes this year is fifty. These two courses are made up of young men employed in the wholesale dry goods houses. Each group meets for a twelve week term on Mondays and Fridays from 3.30 to 5.30 p. m., one group during the fall term and the other in the spring. In these courses instruction is given on the following topics:

Fibres; cotton and cotton goods; wool, worsteds and woolens; silk and silk fabrics; linen and linen fabrics; recognition and comparison of mixed fabrics; simple tests for determining quality; coloring materials and color preservation; shrinking; mercerization; non-inflammable fabrics; care of stock; salesmanship; efficiency training.

### *Banking.*

The banking houses and trust companies of the city are represented this year by two classes with a total enrolment of fifty-three men. They meet for instruction on Tuesdays and Fridays from 4 to 6 p. m. The following subjects are discussed.

Brief history of banking; different classes of banks and their relation to each other; department work; correspondence; notes — usury, protest, discount; currency; foreign monetary systems; circulation; credit; clearing houses; stocks and bonds; brokers; the Stock Exchange; foreign and domestic exchange; funds and funding systems; efficiency training.

These classes were newly formed this year, one beginning in September and the second beginning in January.

*English for Non-English Speaking People.*

Realizing the need of instruction in English for those non-English speaking people who are employed in the evening in hotels and restaurants and are thus unable to attend evening schools, classes have been organized in the Continuation School to supply this lack. The response has been immediate and generous with a total of eighty-four applications. Instruction is given five days a week from 8.45 to 10.45 a. m., and from 2.45 to 4.45 p. m. These classes give promise of being very popular with non-English speaking night workers.

*Household Arts.*

Among the most interesting, as well as among the most successful classes of the Continuation School, are those of household arts attended by seventy-five young women employed in candy and paper box factories. These young women go in groups of from twelve to sixteen girls on alternate days, Tuesdays, Wednesdays, Thursdays, and Fridays, from 10 to 12 m., 12.30 to 2.30 p. m., and 3.30 to 5.30 p. m. The classes go to a model home, consisting of a kitchen, dining room, living room and sleeping room, furnished with taste as could be done with an income of from \$12 to \$15 a week. In this model home instruction is given according to the following outline:

A. Kitchen.

1. Furnishing of kitchen.  
Necessities — cost.
2. Utensils.  
Arrangement.  
Use.  
Care.

3. Supplies.
    - Quantities — relative cost in bulk.
    - Quantities — relative cost in package.
    - Closet.
  4. Ice chest.
    - Sanitary care of same.
    - Sanitary care of milk.
    - Sanitary care of butter.
  5. Waste.
    - Garbage.
    - Ashes.
  6. Sink.
    - Dish washing.
    - Dish cloths.
    - Towels.
  7. Brooms.
    - Mops.
    - Brushes.
  8. Building of fire.
    - Economy of fuel.
- B. Dining room.
1. Setting of table.
    - Proper serving of food.
    - Manners at table.
  2. General care of room.
    - Daily.
    - Weekly.
- C. Bed room.
1. Daily care.
    - Airing of clothes.
    - Making of bed.
    - Dusting.
  2. Weekly care.
    - Clean bedding.
    - Care of rugs.
    - Sweeping.
  3. Value of sleep.
    - Fresh air.
    - Sunshine — effect on health.
    - Personal hygiene — conversational.
- D. Living room.
1. Floor covering.
  2. Walls.
    - Color.
    - Design.

3. Furniture.
  - Form — relative cost of same.
  - Material.
  - Durability.
4. Harmony.
  - Discord — In color effects.
5. Ornaments.
  - Pictures.

E. Laundry.

1. Washing, drying, starching, ironing of.
  - Cottons.
    - White.
    - Colored.
  - Linens.
  - Woolens.
2. Care and use of utensils.

F. Hygiene.

- Arrangement and equipment of rooms.
- Proper breathing.
- Posture.
  - Sitting.
  - Standing.
- Personal cleanliness.
  - Hair.
  - Teeth.
  - Bathing.
- Value of.
  - Dry skirts.
  - Shoes and stockings.

G. Food.

- Value of balanced rations — relative costs.
- National diets.
- Proper chewing.
- Suitable luncheons.
- Value of water.
- Effect of tea and coffee.
- Meat.
  - Marketing.
  - By-products — soap-grease, suet.
  - Leftovers — soups, stews.
- Vegetables.
  - Value.
- Starches.
  - Bread.
  - Macaroni.
  - Rice.
- Milk.
- Eggs.

## H. Dress.

Materials.

Care.

Color.

Suitability.

Cleaning.

Mending.

Underwear.

Clothing as means of

Protection.

Expression.

Cost.

Applications sufficient in number for the starting of new classes next year in clothing and retail shoe salesmanship have already been received. There is also a strong indication that there will be a demand for supplementary instruction for barbers' apprentices and power machine operators, as well as additional classes in the subjects now taught.

Instruction in the Continuation School has been augmented by lectures and demonstrations in the classrooms by employers and experts in the various industries who have given freely of their time. The success of these classes depends largely upon the spirit of active co-operation on the part of the employers. Such interest as has been shown by the New England Shoe and Leather Association and the Boston Boot and Shoe Club will always be an important factor in the efficiency of the Continuation School.

Something should be done for the after training of the younger workers. This group is more difficult to reach in a large way, for the conditions of their employment and the extent of their previous training render the financial return to employers, as a result of increased efficiency, less rapid. It is with this group that both school and employer must be patient. The need of such education is great and the employer should allow even larger numbers of his young workers to accept the opportunities offered in the Continuation School.

## CLERICAL ASSISTANTS, ELEMENTARY SCHOOLS.

Several years ago the high schools were provided with clerical assistants, and the advisability of extending this service, at least to the larger elementary school districts, has been recognized as very desirable. Like many other changes, the benefits of which are perfectly clear, the difficulty of finding sufficient means to meet the cost has operated to delay the employment of such assistance, notwithstanding the fact that it is obviously uneconomical to have masters or teachers spend their time doing clerical work that can be done equally well by clerks whose salary is much lower. In January, 1911, a committee of the Boston Masters' Association made a report to the School Committee recommending that a clerical assistant be authorized for each elementary school district having thirty-five or more regular teachers, including kindergarten teachers, to be chosen from the civil service list, and that the employment of such assistants be extended to other elementary school districts in such a manner as seems expedient after a year's trial of the plan proposed. The Board of Superintendents, to whom this recommendation was referred, reported favorably on the proposal with respect to districts in which fifty or more regular teachers, including kindergarteners, are employed. The School Committee then directed the Board of Superintendents to make an investigation to ascertain how much time was occupied by principals in doing clerical work, and the extent of such service assigned by them to their teachers, and later requested the Board to ascertain and report how the total amount of clerical work done in the schools may be lessened and the remainder so distributed as to relieve principals from performing the same. Analysis of the reports received from the schools revealed the widest possible variance in the amount of school time devoted by principals to clerical work, the manner in

which such routine duties are disposed of seeming to be purely personal, depending upon temperament, habit and training. The Board reported that in its opinion it is impossible to regulate uniformly clerical duties that are closely or even remotely identified with administrative work, and that it is a wasteful policy for highly paid teachers to spend their valuable time in clerical service.

The School Committee then asked for a further report to contain a plan for the employment of clerical assistants in elementary schools, with an estimate of the cost of carrying it into effect. The report and recommendations received and adopted in January, 1912, were substantially as follows:

A clerical assistant to be appointed in each elementary school district where there are thirty-five or more regular grade teachers, and in other districts where the services of one such assistant may be divided to advantage in two neighboring districts. This plan to be carried into effect gradually, beginning in September, 1912, with six assistants, and perhaps increasing this number to twelve in the following January. The salaries of such assistants to begin at a minimum of \$600, annual increase, \$60; maximum, \$720. The hours of duty for clerical assistants in both high and elementary schools to be from 8.30 o'clock a. m. until 4.30 o'clock p. m. on all school days, and on such other days between September 1 and June 30 as the principal may direct, the service on Saturdays not to extend later than 1 o'clock p. m.

The foregoing plan and recommendations were adopted to take effect in September, 1912, and the necessary amendments to the regulations were approved:

#### ANNEXATION OF HYDE PARK.

Another step in the direction of Greater Boston was taken in the passage of chapter 469 of the Acts of 1911,

an Act to Annex the Town of Hyde Park to the City of Boston, which was accepted by a majority of the registered voters both of Boston and Hyde Park at an election held on November 6, 1911, and which became effective January 1, 1912. The principal annexations of territory now included within the present limits of Boston have been made as follows:

Roxbury, January 6, 1868.  
Dorchester, January 3, 1870.  
Brighton, January 5, 1874.

Charlestown, January 5, 1874.  
West Roxbury, January 5, 1874.  
Hyde Park, January 1, 1912.

By the annexation of Hyde Park the school system has had added to it one high school, two elementary school districts, one evening commercial high school, an evening elementary school, one branch evening industrial school, nine school buildings, about 58 regular teachers, approximately 387 high school pupils, and 1,488 elementary school pupils.

In consequence of this annexation the school appropriations for the financial year 1912-13 exclusive of new buildings have been increased about \$54,270.18, and prospective expenditures about \$73,500. Practically the entire supervising, teaching, and janitor force of the school department of Hyde Park was taken over by the School Committee of Boston. Inasmuch as the salaries paid by Hyde Park were lower than the Boston schedule, the teachers upon entering the Boston service were in general placed on that point in the salary schedule in effect in Boston next higher than the rate they had been receiving, and as in most cases the maximum salary in Hyde Park was slightly below the minimum rate paid by Boston, most of the teachers were placed upon the first year of the Boston schedule. For example, in high schools the Hyde Park maximum salary for men was \$1,400, while the minimum salary of a Boston junior master is \$1,476. For women in high schools,



Hyde Park paid a maximum rate of \$900; Boston pays a minimum of \$972. In elementary schools the maximum salary for assistants in Hyde Park was \$600, which is the minimum rate in Boston, and teachers of this rank were placed on the first year of the Boston schedule. For the principal of the Hyde Park High School, who was paid \$2,300, a special salary of \$2,700 was established, the minimum schedule rate in Boston being \$3,204. The compensation of teachers employed temporarily, or on part time, was established at rates that will result in such teachers receiving for the remainder of the school year 1911-12 approximately what they would have received under their former contracts. The former superintendent of schools was elected principal of an elementary school district, and placed upon the third year of the salary for that rank, which is the next higher Boston salary than the amount he was paid in Hyde Park. Receiving, however, an offer of other and more attractive educational employment, Mr. Brittain, the former superintendent, presented his resignation, and did not actually enter the Boston service.

The various school buildings in Hyde Park were measured, and the compensation for janitor service established at the same schedule rates that apply to all other school buildings in the city.

#### SALARY BOARD.

The increasing number of clerks and stenographers employed in the administrative offices of the School Committee made it advisable to establish some uniform rate of compensation, and in 1907 a schedule was adopted for such employees thereafter entering the service, the minimum rate being fixed at \$600 per year with an annual increase of \$60 to a maximum of \$840. The schedule also contained a proviso that no increase

should be allowed unless the heads of the offices in which such clerks and stenographers are employed certified that the services rendered during the preceding year were satisfactory. This schedule was for a time quite closely adhered to, but later a number of exceptions were made in favor of individuals, the character of whose service had been exceptionally meritorious. Some criticism of these exceptions was made in the report of the Finance Commission, which recommended that the schedule should be adhered to, even at the risk of losing valuable employees, or if the schedule is found to be insufficient to attract and hold the right persons, that it be changed. Although a fixed schedule has much to recommend it, experience has shown that it is exceedingly difficult, if not impossible, to devise one that is entirely fair and equitable when the diversified kind of service required of the members of the administrative office force, and their individual capabilities, are considered. It was therefore decided to discontinue the schedule adopted in 1907, and to create a Salary Board consisting of the Superintendent, the Secretary, and the Business Agent, whose duty it is to consider annually, in the month of June, the salaries of all persons employed in the administrative offices of the School Committee, and to recommend such changes in compensation as it deems expedient, to take effect on the first day of the following September, and to continue for a period of one year and thereafter until further recommendation by that Board. Salaries thus once established for an ensuing year may not be changed during that year. It was also provided that clerks and stenographers shall enter the service at the minimum salary, except in case of transfer from a state or a municipal department, when the initial salary may be fixed at a rate not exceeding that received at the time of transfer.

One of the principal advantages which is expected to result from the operation of the new plan will be that those officers of the School Committee who employ practically all the clerical force at headquarters will have their recommendations for salary increases passed upon by their associates, and thus no one officer will be likely to profit or be at a disadvantage by reason of the action of another officer whose views as to proper rates of compensation may differ widely from his own. This new plan was adopted by the School Committee on January 29, 1912, and on the recommendation of the Salary Board the salaries of persons coming within its scope were fixed for the period ending August 31, 1912, and to continue until changed in accordance with further recommendation of the board.

#### PHYSICAL EXAMINATION OF JANITORS.

Early in March the School Committee suggested to the Civil Service Commissioners that candidates examined for appointment as janitors of school buildings be required to pass a test as to their eyesight, as it was occasionally found that candidates with defective vision were certified for appointment. This recommendation was favorably acted upon, and the Civil Service Commission announced that future applicants for this employment will be required to undergo a physical examination.

#### INVESTIGATION OF THE SCHOOL SYSTEM OF PORTO RICO.

In response to an invitation received from the Bureau of Insular Affairs of the United States Government, Assistant Superintendent, Augustine L. Rafter, was granted leave of absence from November 25 to December 22, 1911, for the purpose of making an investigation in co-operation with Mr. Meyer Bloomfield, of the schools of Porto Rico conducted by the United States

Government. Nearly five hundred miles were traversed on the island, visiting its schools and interviewing the Commissioner of Education, general superintendents, supervising principals, principals, and grade teachers, with the view of obtaining a correct understanding of the purposes and aims of the system and the administration thereof. Conferences were held with professional men and with prominent laymen in order to gain their point of view, their opinions and recommendations in regard to the system.

Every facility for a free and expeditious inspection of the system was put at the disposal of the investigators by the Governor and the Commissioner of Education. The itinerary embraced every city and many of the larger municipalities. The normal school at Rio Piedras, the high schools at Ponce, Santurce and Mayaguez were studied, as well as the graded urban and the rural schools in various districts of the island.

On his return to Boston, Mr. Rafter submitted a critical and constructive report to Governor George R. Colton of Porto Rico and to General Clarence R. Edwards, U. S. A., Chief of the Bureau of Insular Affairs at Washington. The main topics of the report are as follows:

1. School Buildings.
2. Supplies.
  - (a) Books.
  - (b) Stationery, etc.
3. Course of Study.
4. Sources from which Teachers are Drawn.
  - (a) The United States.
  - (b) Examined Candidates.
  - (c) Normal School.
5. Salaries of Teachers.
6. Incentives for the Continued Efficiency and for the Improvement of Teachers.
7. Supervision.

8. Vocational Training.
  - (a) Agriculture.
  - (b) Sewing.
  - (c) Cooking.
  - (d) General Manual Training.
9. Industrial schools.

The Bureau of Insular Affairs in complimentary terms acknowledged the receipt of the report, as did Governor Colton of Porto Rico, who said, "Your comprehensive treatment of the subject and suggestions resulting from your personal investigation while in the Island will be of great assistance in still further improving our plan of school work. In behalf of the people of Porto Rico, I sincerely thank you for the splendid service you have rendered them without charge of any kind for the time and labor involved."

#### INVESTIGATION OF COMMERCIAL INSTRUCTION IN THE SCHOOLS OF NEW YORK CITY.

The Committee on School Inquiry of the Board of Estimate and Apportionment of the City of New York early in January, 1912, invited the assistance of Assistant Superintendent Frank V. Thompson in an examination of the efficiency of commercial instruction as carried on in the New York City day and evening schools, who was granted leave of absence to enable him to render this service. The result of his investigation will soon be printed in a report which will constitute one section of the general report of the committee. Mr. Thompson was the organizer and the first headmaster of the Boston High School of Commerce, a school which has attracted considerable attention throughout the country as a school differing from the usual type of commercial educational institution, and Mr. Thompson is therefore well qualified to undertake the investigation to which he has been assigned.

School investigations of late have become an important incident in the current educational history of the country. A number of the larger cities have undertaken similar investigations during the past few years, notably, Baltimore, Boise City, and Boston, the last named by the Finance Commission, recently completed. The increasing expenditures which characterize the development of city school systems has aroused in the public mind a deep interest in the results obtained, and a feeling that the large sums devoted to educational purposes must be wisely and economically expended.

Critics of public school systems have frequently pointed to the large proportion of the amounts raised by taxation that are devoted to educational purposes, and have inquired whether these large expenditures are really justified, and the New York investigation is a comprehensive and thorough-going example of an inquiry of this character, which has enlisted the services of some of the most prominent public school men in the country, who are working under the general direction of Prof. Paul H. Hanus of Harvard University.

#### ANONYMOUS COMPLAINTS.

Anonymous communications are, of course, entitled to little, if any, consideration, and the number received at the administrative offices in the course of a year is very limited. One especially regrettable feature with respect to these communications is that frequently they defeat their own object, and prevent the correction of some legitimate ground for complaint. It is the sincere desire of the School Committee and of its officers to give prompt and courteous consideration to any grievance that any citizen may have against the school system, and to meet just cause for complaint. The reasons usually assigned in such communications for withholding the writer's name and address are almost

invariably frivolous, and the alleged facts stated are frequently so incomplete and indefinite that even if the occurrences complained of took place, it is impossible to ascertain where and when, and who is responsible. Take, for example, the case of a father who complains that his child has been obliged to purchase an article of school supplies, or of a mother who alleges an instance of severe discipline. No investigation can be undertaken, or remedy applied, when no facts upon which to base an inquiry are given. Citizens, and especially parents, should clearly understand that their interests will be fully protected by those in authority, and that they need have no fear that their children will be made to suffer because the parent makes a complaint. If a real grievance exists it will speedily be corrected, if presented in a proper manner.

What is said in this connection is not intended to encourage the making of complaints against the school system, or to discourage those who feel aggrieved from making their position known, but rather to indicate the desirability of frankness and openness on the part of the public, which those in charge of the school system are always ready to welcome and to meet in the same manner.

#### AN EDUCATIONAL CLEARING HOUSE.

In the report of the Business Agent for the year ending January 31, 1911, an account is given of the organization and initial steps taken by the National Association of School Accounting Officers towards the establishment of uniform school financial reports, and it seems probable that this organization will be broadened to include other phases of school administration, aside from those that are purely educational. It is suggested that a further extension of this movement that would be helpful and valuable might be undertaken, perhaps on

the following lines: The number of inquiries received from school officials and from principals and teachers in other cities on all sorts of subjects is extremely large, and to make adequate reply thereto means the expenditure of a large amount of time and trouble that frequently cannot be devoted to the requirements of the correspondent without neglect of other and more important matters. Hence there is likely to be delay in replying to such inquiries, or else the information given is apt to be too brief or inconclusive to be of much service to the recipient, especially in view of the great difficulty in making comparisons between the school systems of different cities, each organized under a different plan, and possessing local peculiarities not likely to be found elsewhere.

Very frequently, with a praiseworthy desire to cause as little trouble as possible, the inquiries are made in the form of questionnaires, and it is assumed that an answer in the proper space will convey the information desired. Generally speaking, this form of inquiry is especially unsatisfactory because the brief reply expected is almost certain either to convey a wrong impression or to be practically useless. For example, how is it possible to reply briefly to a question relating to the duties of say a "supervisor" when that title in one city is held by an official who in another city is an assistant superintendent, and in still another is a kind of supervising principal? It is easy enough to state the minimum, maximum, and annual rate of increase in the salary of teachers of a certain rank, but there may be conditions governing the increase that very seriously affect its application, and the ranks themselves may not correspond. Of what avail is it to be informed of the highest salary paid women teachers of a designated rank in a certain city when it turns out that this particular salary is enjoyed only by one



individual? Then again, if an exhaustive statement is attempted, it may have to be made all over again in a short time and in different form if the letter and spirit of another inquiry from elsewhere are to be observed.

There are many features of school administration that are of great interest to other municipal school systems, and would be of benefit to them if known and understood. For example, an approved form of coal contract such as has been recently adopted in Boston might be of service to another city. Many inquiries for this contract have been received. The system by which janitors' salaries are determined is a matter of importance. New courses of study are always of interest. The development of continuation and evening schools, lecture courses, classes for defectives, for the deaf, the dumb, the blind and the crippled, are all subjects in which the educational authorities of one city are interested in learning the experience of another. From time to time these and other subjects are dealt with in printed reports, or appear in the minutes or records of various Boards of Education, but are not likely to receive the attention their importance deserves.

To meet this situation it is suggested that if all reports, minutes, documents, salary schedules, etc., should be regularly sent to some central office, and there classified, indexed, and arranged, it would be far easier to keep in touch with educational and administrative progress than is now possible, through the issue of monthly or occasional bulletins containing abstracts of important action on matters of general interest. For example, suppose information is desired with respect to playgrounds. Inquiry at the central office would be replied to by a reference to the reports on the subject that could be obtained from certain named cities, or by an abstract of the conditions in various cities. Infor-

mation as to schedules of salary could be collected and made up in intelligible form much more easily than by addressing inquiries to fifteen or twenty cities with consequent delay in response. It would, of course, be essential that all printed matter issued by any school system should be sent to this central office, and there carefully indexed so far as matters of general interest are concerned. Possibly the United States Bureau of Education might be willing to undertake something of the kind and thereby serve the general educational weal.

#### SCHOOL SAVINGS SYSTEM.

In 1910 the Legislature passed an act (chapter 524) to provide for compulsory instruction in thrift in the public schools. Thrift has been encouraged among the pupils of the public schools for years, especially by the Stamp Savings Society of Boston, an organization established more than twenty years ago, which has operated successfully numerous stations in the schools of Boston and in other cities and towns within a radius of twenty miles, with the assistance of principals and teachers who have encouraged their pupils to open accounts in savings banks.

Supplementing the Act of 1910, the Legislature, in 1911, on the recommendation of the Bank Commissioner, passed an act to authorize savings banks to receive deposits from school children, subject to regulations to be established by the Bank Commissioner and by School Committees. The substance of the act is as follows:

In order to encourage saving among the children in the schools of this commonwealth, any savings bank may, with the written consent of and under regulations approved by the commissioner and, in the case of public schools, by the commissioner and the school committee in the city or town in which the school is situated, arrange for the collection of savings from the

school children by the principal or teachers of such schools or by collectors. All moneys so collected shall be entered on an individual deposit card furnished by the savings bank, but the total collections received by the savings bank from any one principal or teacher may be entered in the name of such principal or teacher as trustee. When, however, the amount deposited by any one pupil and credited on the deposit card equals the minimum amount upon which interest is allowed, the savings bank shall issue a pass book to such pupil, and thereafter, when the amount deposited by the pupil and credited on the deposit card equals the sum of one dollar, it shall be transferred to the deposit book by the savings bank. The principal, teacher or person authorized by the savings bank to make collections from the school children shall be deemed to be the agent of the savings bank, and the savings bank shall be liable to the pupil for all deposits made with such principal, teacher or other person and entered upon the deposit card, the same as if the deposit were made by the pupil directly with the savings bank.

The School Committee then adopted the following series of regulations:

Principals who desire to establish and maintain a savings system for the benefit of their pupils may do so under the provisions of chapter 211, Acts of 1911, entitled "An Act to Authorize Savings Banks to Receive Deposits from School Children," or they may recommend to their pupils the postal savings system conducted by the Post Office Department.

The following regulations approved by the Bank Commissioner of Massachusetts shall be applicable to schools, the principals of which shall elect to pursue the plan authorized by chapter 211, Acts of 1911.

1. Any savings bank desiring to receive deposits from the pupils of any school shall, by vote of its trustees, authorize the treasurer to obtain the written consent of the Bank Commissioner and the School Committee therefor, or any school through its principal or the Superintendent of Schools may arrange to have a savings bank obtain such consent.

2. No school shall act for more than one savings bank. In case more than one savings bank shall request permission to receive deposits from any one school, the School Committee shall decide which savings bank may act for such school.

3. After any bank has been authorized to act for any school, its rights shall not be revoked except with the written consent of both the School Committee and the Bank Commissioner.

4. Any pupil may become a depositor in the school savings bank on bringing one cent or more and depositing with the teacher or principal or representative of the bank.

5. The one receiving the deposit shall enter upon an individual deposit card the name of the pupil making the deposit and the amount thereof, which card shall be returned to the pupil and kept by him or her.

6. The deposit card is the receipt for the deposit. In case of its loss immediate notice should be given to the teacher or person receiving the deposit. One cent may be charged the pupil for a duplicate deposit card issued in place of one lost.

7. When the deposit has been received from the pupil it shall be entered by the person making the collection by name, date and amount in a book to be called "Pupils' Ledger."

8. When the last collection of each month has been taken, or each week if desired, the one receiving the deposits from the pupils shall send to the head of the school bank a memorandum of the name of each pupil having a balance and the amount of such balance as shown on the "Pupils' Ledger." The form on which this information is made shall be called the "Monthly Balance Sheet" and shall be used by the head of the school bank or savings bank representative to check up the balance as appears on his "Collector's Ledger" and shall be returned for use the succeeding month.

9. The head of the school bank on receiving the money from the collector shall enter the name of the collector and amount in a book, to be called "Collector's Ledger," which shall also show amounts transferred to individual pass books.

10. The total amount so collected shall be entered on a deposit slip by amount only, and deposited with the savings bank by the head of the school bank, to his credit as trustee. Accompanying the deposit slip shall be a memorandum of those having sufficient balance to be entered upon a pass book, and the total of such amounts shall be entered as a charge against the trustee account.

11. When there has been entered upon the deposit card the minimum amount on which the savings bank allows interest, the savings bank shall issue a deposit pass book therefor in its usual form, and thereafter, when the sums entered upon said deposit card amount to one dollar or multiples thereof, such deposit shall be entered by the bank upon the pupil's deposit pass book.

12. Collections shall be made once in each school week between October 1 and June 1 of each school year.

13. No sums shall be withdrawn by the pupil except upon the regular bank day by an order, in proper form, signed by the pupil and approved by the parent or guardian, or one in charge of the school bank.

14. All deposit pass books shall be kept by the teacher or principal, or one in charge of the bank, in some safe and proper place, but shall be delivered to the pupil at the close of the school year, or as often as may seem best to the one in charge.

15. All books, cards, deposit tickets and blanks are to be furnished by the savings bank.

16. No entries are to be made in the pass book except by the bank officials.

17. No entries are to be made on deposit card except by the teacher or one receiving the deposit.

18. Any interest earnings of the trustee account shall be first charged with expenses of blank forms and then turned over to the head of the school savings bank for such school uses as he may decide.

If the Superintendent of Schools desires, he may arrange with the savings bank, when mutually satisfactory, to have the work done by its own representative, who will visit the schools once each week and receive all deposits and make all entries, thereby relieving the teachers of all the work.

Where this plan is chosen the rules and regulations governing the work will be the same as now prevail in the regular routine of the bank, except as they are modified by the provisions of chapter 211, Acts of 1911.

All amounts less than the minimum on which interest is allowed may be carried by the savings bank as a trustee account in the name of the school bank.

An invitation was then extended to the treasurers of the savings banks in Boston to meet at the School Committee Headquarters for the purpose of enlisting their interest and securing their cooperation in putting the new plan into effect. The invitation was quite generally accepted. The Bank Commissioner was present and explained the details of the plan, and the representatives of the savings banks displayed considerable interest in the matter and indicated an intention to take advantage of this opportunity to do a distinct public service that will be of value to their institutions, as well as a benefit to the children who will become our future citizens. As it was necessary for the matter to be submitted formally to the board of trustees of each bank for approval, which involved in some cases a considerable delay, authority was given each school to continue whatever plan it had in operation for a period not exceeding three months from February 1, 1912, in the hope that within that period all, or nearly all, the regular savings banks might be found willing to agree to receive school deposits. Before the close of the year included in this report nine savings banks had signified their willingness to undertake the work, and several of the high and elementary schools had

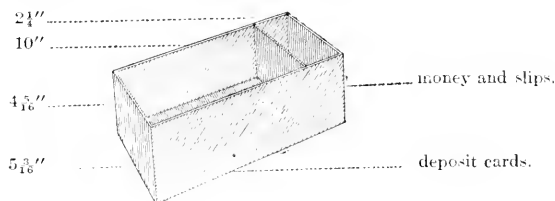
put the plan into successful operation. The undertaking is so recent that a statement of the number of depositors and the amounts deposited would be of little interest, but it may safely be said that the sums that will be deposited during a full year will reach a surprisingly large aggregate. For example, in one school where this plan has been in operation since November, the depositors number nearly 300 and have to their credit more than \$1,200.

There are two methods in operation for carrying out this plan and the brief description which follows of one method as used in an elementary school district may be of interest.

Thursday morning one of the members of the graduating class places in each class room, in a conspicuous place, a large pasteboard card on which is printed:

### BANK DAY FRIDAY.

At the close of the afternoon session these cards are collected and put away by the same pupil. At about three minutes of nine Friday morning members of the graduating class go to the office for the bank slips and for the boxes as illustrated which the children make in the manual training room for this purpose.



Immediately after the opening exercises these pupils go to each of the rooms and distribute the slips to the children who have money, or money and deposit cards, on their desks. The children write their names on the slips

and the amount they are depositing *in letters*. The bankers then collect in their boxes the deposit cards, the slips, and the money, taking care to see that the money and slips correspond, return to their class room, and occupy the back row of seats to do their accounting while the other members of the class are doing review arithmetic. The most efficient arithmetic pupils are selected for bankers. The amount deposited by each child and the total amount of deposits for the day is then entered in the teacher's book, and if this amount corresponds with the money in the box, the bankers are sure their work has been accurately done. The bankers also enter on each child's deposit card the amount deposited and the total balance. The teacher's book, in which the day's entries have been made, the box containing the money and cards and a slip which states the total deposits, total balance, and total number of depositors, are then taken to the teacher's desk. The money is counted by the teacher to see if it corresponds with the slip, and this entry is made in the master's book by her. The deposit cards are returned to the different rooms by the children who collected them, and who are requested to ask if everything has been done correctly. Each child inspects his own book which is returned to him by the teacher. The boxes, unused slips, teachers' books and slips containing the amount of deposits made by each child, are carried to the office. These slips are kept on file for future reference. The time required for the whole proceeding varies from fifteen minutes to one-half hour. A messenger from the savings bank calls at the school every Friday afternoon, receives the total amount deposited and makes an entry of the same in the principal's bank book.

The second method is similar to the first except that the teachers act as collectors for the pupils in their respective class rooms.

The slips are distributed to the pupils as in the first instance, and when they have been properly filled out the children having deposits to make file before the teacher's desk and present their deposit card, the slip, and the money. The teacher verifies the slip, puts the money in a small pasteboard box supplied by the bank, and after making the proper entry on the deposit card puts the slip to one side and returns the card at once to the depositor. When all have deposited who wish, the teacher makes the entries in the teacher's book from the slips, verifies her receipts, and seals the money in an envelope which she marks with her name, her room, the total amount which she has collected, the amount of the withdrawals, if any, and the net balance enclosed.

The envelope is then sent to the office and the slips are kept on file for future reference. In the office the entries are made on the master's book from the information given on the envelopes. The envelopes are listed, the total amount of deposits from all rooms is determined, and the list and envelopes (with the seal unbroken) are turned over to the representative of the savings bank, who gives the master credit for the amount received on the savings bank pass book issued in the name of the master as trustee for the school.

Periodically the teachers submit to the principal a memorandum of the depositors having a sufficient balance in the school bank to open an account in the savings bank. The master gets from the savings bank a sufficient number of signature cards, which are signed and filled out at the school. These are returned to the bank with a list of the amounts to be transferred and an order withdrawing the proper amount from the trustee account, and accounts are opened by the bank in the children's own names, the books being delivered to them at the school. After these accounts are once opened



transfers are made in a similar manner, the children's pass books accompanying the transfer list to the savings bank.

The proper entries are at the same time made on the teachers' books to show that the several sums have been withdrawn from the school bank account and individual accounts opened.

The system in use in the high schools is somewhat different, the work being all done by the pupils themselves, who are selected from those taking a business course, and who are under the supervision usually of the teacher of commercial branches. It is modelled on the savings bank plan, and savings bank methods are simulated in every way practicable. The school bank has a board of trustees composed of one representative from each class room. The trustees elect a president and a treasurer, and appoint receiving tellers and bookkeepers. It is also the duty of the trustees to advertise the bank in their several rooms.

At the selected period the pupils throughout the school go to one room where the banking business is conducted and make their deposits. At the close of the period the tellers balance their cash and turn it over to the head teller, who makes up the final deposit to be given to the representative from the savings bank. The bookkeepers take the deposit tickets and post from them to the ledgers.


Rotation in office is frequent, thus giving the maximum number of pupils practical instruction in the work.

Withdrawals in all schools may be made only with the consent of the parent or guardian or the one in charge of the school bank.

The savings banks furnish stationery, assume complete responsibility, and reserve the right to make frequent audits of the books of the teachers or others who do the work. Some banks send a representative to the schools

to receive the money after it has been collected from the children, while others prefer to have the money delivered at their office.

Reproductions of approved forms for conducting a school savings system are given in the appendix (page 81).



Frank F. Preble, master emeritus of the Adams District, died on February 14, 1911. Mr. Preble was born in Whitefield, Me., on March 21, 1835, finished his education in Waterville College, and served in the Civil War as adjutant in the 7th Missouri Cavalry. He was taken prisoner and eventually parolled. On returning from the war he became usher in the Chapman School in May of 1863, and within a year was made sub-master of the Adams School. He became master of the Adams School in September, 1874, and retained this position until his retirement from the service in August of 1910, with the rank of master emeritus.

Mr. Preble's long and faithful service in the public schools of this city and his sincere devotion to his duties, are too well known to require extended comment. Under his guidance as master of the Adams District, after ten years of service as sub-master in the same district, the schools under his charge achieved a well deserved reputation for efficiency and progress. He devoted the best energies of a strong personality to the duties assigned to him, and sought by every means in his power to teach his pupils not only the mere lessons to be learned in school but also to inspire them to become men and women of uprightness and sincerity. His genial presence and kindly interest in his pupils was a strong and helpful influence in the building up of their characters, and his personal relations with his teachers and with the parents of his pupils were always helpful, encouraging, and strengthening. He bore a well deserved

reputation for strict integrity in all his dealings, and displayed ever an honesty and frankness of purpose well calculated to win for him, as it did win, the respect and friendship of his associates.

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Albert Perry Walker, head-master of the Girls' High School, died on March 28, 1911.

Mr. Walker was born in Alton Bay, N. H., in June, 1862, and entered the Boston service as a junior master in the English High School in September of 1887, where he subsequently attained the rank of master. On January 23, 1905, he was transferred to a mastership in the Normal School.

Mr. Walker's ability and efficiency in these schools had marked him for further promotion when a suitable opportunity should present itself, and his election as head-master of the Girls' High School, to take effect September 1, 1907, seemed but the beginning of a long service in a position of large responsibility in which he might win wider appreciation, and further increase the well deserved reputation that was his as a capable educator, while still in the maturity of his powers. His administration of this large school was wise and conservative, yet progressive, and his sudden and unexpected death was most regrettable.

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Samuel J. Bullock, master emeritus of the Bunker Hill School, died on April 1, 1911. Mr. Bullock was born in Amsterdam, N. Y., June 14, 1843. In 1862 he entered for three years in the 108th New York Volunteers, and was wounded at Gettysburg on the third day of the battle. Before this battle he was given a non-commission warrant making him sergeant of the company, but being incapacitated for further military

service was honorably discharged on July 15, 1864. Some time after his return he entered Bridgewater Normal School from which he was graduated in 1868. He entered the Boston service in 1869 as master of the Bunker Hill School, which position he resigned September 1, 1907.

It has been well said of Mr. Bullock that he possessed a poise, dignity, and self mastery which were felt throughout his entire school. He rarely needed to exert authority, for his requests were accompanied with such gentleness and gracious courtesy that it was a pleasure for both teachers and pupils to cooperate with him. He was gifted with a keen insight into the problems which arise in the management of a large school; his mind was ever open to conviction. His teaching was marked by clearness of presentation; he possessed a mental alertness which sought quickly new methods of approach to suit the individual need; a patience and sympathy born of years of personal suffering, and a readiness to bring all that was highest and best from his broad knowledge of men and books to illumine and inspire.

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Charles J. Lincoln, head-master of the Dorchester High School, died on August 26, 1911.

Mr. Lincoln was born in Weymouth, Mass., April 1, 1844, and was appointed sub-master in the English High School September 11, 1870, and subsequently became junior master and then master. In September, 1885, he became principal of the East Boston High School, and was transferred to the same position in the Dorchester High School in September, 1889, his rank being changed to that of head-master, January 1, 1890. Under Mr. Lincoln's administration the attendance of the Dorchester High School has grown from less

than two hundred to more than fifteen hundred pupils, and it has become one of the largest and most influential high schools in the city.

The importance of the work done by Mr. Lincoln during his long term of service in this school, his increasing responsibilities, the constantly growing multitude of administrative details that he has discharged, are manifest. To this work he brought the ripened faculties of mature age and judgment, absolute devotion, and unceasing personal interest. Efficient, sound, kindly, zealous; these and other terms might fittingly be used in describing his service. It is difficult, in fact impossible, to summarize adequately in a few words all that he accomplished for the school system of the city, and particularly for the community in which he labored unceasingly.

The end came quickly and unexpectedly, although Mr. Lincoln's health had been somewhat impaired for a considerable period. He died, as he would have preferred, while still active and in the full exercise of his duties and responsibilities.

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Dr. John Tetlow head-master emeritus of the Girls' Latin School, died on December 9, 1911, as the unexpected result of an accident that seemed at the time not to have been of a dangerous character.

Dr. Tetlow was born in Providence, R. I., on April 1, 1843, received his early education in the public schools of that city, and was later graduated from Brown University, which university gave him the honorary degree of D. Sc. in 1892. On January 22, 1878, he was elected principal of the Girl's Latin School. On September 8, 1885, he was elected head-master of the Girls' High School, and thus these two important schools came under his sole principalship. In 1907, when the

Girls' Latin School removed to its new building in the Fenway, Dr. Tetlow gave up his connection with the Girls' High School, continuing as head-master of the Girls' Latin School until his retirement from the service, on his own request, August 31, 1910.

Dr. Tetlow was a scholar of singular breadth and accuracy, essentially a teacher who could tolerate none but the highest possible standards in the work of teachers and pupils. Patient, conscientious, absolutely devoted to his profession, he aimed to inspire his pupils with a genuine respect for learning and intellectual accomplishment. In him the schools of Boston had a principal of national reputation who well deserved the high esteem in which he was universally held as the organizer and builder of one great classical school, and the efficient and skilful head of another school of no less importance.

Dr. Tetlow was a man of steadfastness, sincerity, and patient purpose, methodical and attentive to every detail, deeply concerned in his work, having ever in mind the highest standards and steadily progressing towards their attainment.

His career was long and honorable. He built wisely and his work will endure. He received during his lifetime the respect and esteem of his associates in professional and social life, of his teachers and of his pupils. He retired from active service while in the full maturity of his powers and his end was peace.

DAVID A. ELLIS, *Chairman.*  
GEORGE E. BROCK.  
JOSEPH LEE.  
MICHAEL H. CORCORAN, JR.  
THOMAS F. LEEN, M. D.

## APPENDIX.

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 APPROVED FORMS FOR CONDUCTING A SCHOOL  
SAVINGS SYSTEM.
 

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## DEPOSIT SLIP FOR ELEMENTARY SCHOOLS.

Name....

Amount.

## DEPOSIT TICKET FOR HIGH SCHOOLS.

Deposited to the credit of

Account No.

Name

In the

High School of Commerce Savings Bank.

Date	191	
Bills		
Silver		
Other coins		

## DEPOSIT CARD.

(Pages 1 and 4.)

BOWDITCH SCHOOL

SAVINGS BANK.

BOSTON, MASS.

Deposit Card  
of

---

 Deposits of five cents or upward will be received.
 

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## GENERAL INSTRUCTIONS.

On the last bank day before the tenth day of January, April, July and October depositors having three dollars or more may have the same transferred from the Bowditch School Savings Bank to an account in the . . . Savings Bank, in sums of even dollars. If they already have an account in the . . . Savings Bank, sums as low as one dollar will be transferred.

Three dollars is the smallest amount on which the . . . Savings Bank pays interest.

Take good care of this card. Keep it clean and **don't lose it**. Loss of the card does not mean loss of the money, but it means annoyance and delay. Notify the treasurer at once if the card is lost. No deposits will be accepted or payments made without it.

Information regarding withdrawals will be furnished by the treasurer on application.

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 (Pages 2 and 3.)
 

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Date.	Deposited.	Withdrawn for dep. in bank.	Withdrawn.	Balance.
.....		.....	.....	.....
.....		.....	.....	.....
.....		.....	.....	.....



## WITHDRAWAL ORDER.

\$ \_\_\_\_\_ Boston, Mass., 191 \_\_\_\_.

Treasurer, Bowditch School Savings Bank.

Please pay to \_\_\_\_\_  
\_\_\_\_\_ dollars.

Approved by \_\_\_\_\_  
Parent or Guardian, Depositor.

## TRANSFER FORM FROM SCHOOL BANK TO SAVINGS BANK.

Bowditch School Savings Bank.

\$ \_\_\_\_\_ Boston, 191 \_\_\_\_.

To the Treasurer of the \_\_\_\_\_ Savings Bank, Boston,

Please charge my account No. 134,916

with \_\_\_\_\_ dollars  
and credit the several accounts as listed below.

Trustee.

No. of Book in . . . S. B.	NAMES OF PUPILS.	Amount.
.....	.....	.....
.....	.....	.....

## LEDGER FORM, HIGH SCHOOL SAVINGS BANK.

No.

In Account with High School of Commerce Savings Bank.

Date.	Deposited.	Withdrawn for dep. in bank.	Withdrawn.	Balance.
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....

## ENVELOPE.

School Savings Bank.

Teacher's Name

Date . . . . . 191

Deposits . . . . . \$

Withdrawals . . . . .

Balance, enclosed herewith, . . . . . \$

Total amount (including to-day's deposits) to credit of children in this room \$

## TEACHER'S RECORD FOR ELEMENTARY SCHOOLS.

SCHOOL SAVINGS BANK.

*Teacher's Record.*

. . . . . School, Room. . . . .

Teacher . . . . . Grade. . . . .

Year . . . . .

This *Teacher's Record* is designed to fit the loose leaf binder supplied by the School Department.

The alphabetical arrangement of names is to be preferred.

A purple column is provided for each week in the school year, with a heading for the date.

Under each date heading are two columns, ruled for dollars and cents, the first column being for the pupil's deposit (or withdrawal), the second for the balance, or sum total, due him.

Example: A. B. starts an account with ten cents. This is written in the first column, under the date of the bank day, on the line with A. B.'s name. It is also extended into the second column. The next bank day he deposits five cents. This is written in the first column under the next date, and the sum total, fifteen cents, is carried into the second column, and so on.

If A. B. should not make any deposit (or withdrawal) any particular bank day after the account is once started, the previous balance will be extended. The second column will thus show at a glance how much each child has to his credit in the school bank at any time.

The footing of the deposits, in the first column under the date, will be the amount which the teacher receives from the pupils on that day, and, if there are no withdrawals, will be the amount which she turns over to the Master.

Should there be any withdrawals, the amount is written in the same

place as a deposit would have been, in red ink to distinguish it from the deposits. The total of the withdrawals will be written beneath the total deposits and the difference below that, on the line "Total Balances."

This net balance, if withdrawals have been made, is the actual amount to be accounted for, and to turn over to the Master. If it is added to the balance of the day before and put into the second column on the line with "Total Balances," it should equal the sum total of that column, and is the total amount to the teacher's credit in the Master's hands and to the credit of the children in her room.

Each child, when giving his money to the teacher, will at the same time hand her his deposit card and a slip on which he has written his name and the amount of his deposit. The teacher verifies the slip, puts it and the money to one side, makes the proper entry on the deposit card, and returns the latter to the child. At the close of the period, when all children have deposited, the proper entries will be made on this sheet, and the money (sealed in an envelope bearing the teacher's name, the amount of money enclosed and the total amount to the credit of the children in her room, as shown by this record) will be turned over to the Master in exactly the same manner that the children have made their deposits with the teacher, each teacher having a deposit card on which will be entered the amounts as she turns them over to the Master, and which will serve as her receipt.

**To Masters:** You will keep your account with your teachers in the same manner that the teachers keep their accounts with their pupils, using one of these sheets.

After the teachers have all reported, you will make the proper entries on this sheet, make a list of the envelopes which you have received, totaling the amount, and without breaking the seal, deliver the envelopes with the list to the representative of the Home Savings Bank, who will give you proper credit on your pass book.

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